HISTORY PERIODICALS

PERIODICAL DEPARTMENT

SAN FRANCISCO PUBLIC LIBRARY

VITA SINE LITERIS MORS EST

BOOK NO. ACCESSION

f370.5 W52 42 467794

NOT TO BE TAKEN FROM THE LIBRARY

FORM 3427—5M—8-38

HISTORY PERIODICALS

SAN FRANCISCO
PUBLIC LIBRARY

JANUARY, 1936

THE WESTERN JOURNAL of EDUCATION

xf 370.5 W52 42

SOME PERSONAL OBSERVATIONS

467794

By VIERLING KERSEY, *Superintendent of Public Instruction.*

We are at the first of the New Year. We have returned to school responsibilities following the inspiration of the holidays and the instruction of the institute season. Probably for each one of us the observations and the reactions, the suggestions, and the direction which have come to us are as valuable as what may have come to another. Confidence in teachers' institutes as devices for improving teaching, stimulating morale, and encouraging the discouraged is being restored. The teachers' association as a professional institution in the life of the individual in the service is more and more commanding.

Since last I wrote for this column I have had a few choice experiences. Will the reader bear with me as brief reaction and observation is presented:

One dare not travel from the West to the Eastern quarters of this country of ours and find intimate association with professional fellows unless he be prepared to radiate the vigorous, dynamic, enthusiastic spirit of the West. From those who come to the East from the West there is expected that the obligation to reënergize the Easterner who is bound by tradition, who is ribbed in conservatism, and who is passive in reaction is a certain expectation though there are peaks of cultural, creative contribution and there are accomplishments in the East which are lessons for the West. It is fine to have the dynamics of the West exceeded only by the romantic appeal of the magical word "California," which is an introduction to conversation in whatever group we may find ourselves engaged.

Chicago recently was the center of an active and well-attended session of the American Vocational Association. It is valuable for all of us in education to know what these successful and well-attended meetings of various groups within our own ranks present as their outstanding issues for consideration.

It was my privilege, while in attendance at these sessions, to discuss matters with a leading American manufacturer. How heartening to vocational education, how heartening to all of us who believe that education is practical, is it when we hear such a leader as this man, my friend, talk about the transition from the "living wage" to a "cultural wage." That is certainly an indication of great progress. It seems to me that there is a challenge in this sentiment expressed to the educator. What are the cultural essences of life which we should teach every child to be ready to enjoy, in which we should teach every child to be prepared to participate, to which we should teach every child to be ready to contribute?

One particular thing that is outstanding in the vocational teachers' national association is that these teachers seem to appreciate their organization more than do most teachers appreciate the organizations of which they are privileged to be members. They consider it a privilege to belong to their organization, and in return for this privilege their organization presents for them a fighting defense of child's rights in the areas of practical vocational education.

The frontiers of interest which encouraged these vocational education people are interesting. Plans for women and the future of womanhood in the industrial, commercial, cultural, and home life of America are engaging the talents of these groups. A suggestion for more available advisement service which will help women to choose their life activity, which will help women's organizations create increasingly greater opportunities for women, is the central theme of interest for this group.

Guidance is recognized as one of the foremost responsibilities of every phase of vocational education. Guidance seems to be predicated upon the idea that there are present and potential opportunities for service which command the individual intelligence and ability of every person. The stress in guidance seems to be along the lines of encouraging the future worker to find responsibility and satisfaction in his work as well as in the reward which is held out for his work.

I was interested to hear leaders in industry say that no longer is the worker alone responsible for his status in employment or unemployment. I was heartened to learn that there is general acceptance of the idea that the individual cannot get a job alone. It was encouraging to those of us who believe so fundamentally in the idea of good general education as the best prerequisite for a special or professional training to learn that commerce, industry, and employment opportunities on the whole agree that job fitness is general and versatile rather than highly specific in nature.

We become what we create. Therefore, it is essential to the entire well-being of man that what he creates be worthy, beautiful, and acceptable. This sentiment was impressed upon me as I attended the busy sessions that engaged these vocational teachers. Two or three thoughts come to mind: "Machines cannot put art into an article; only an artist can do that." —"Man must be 'hand-made'."—"The hand is one of the mind's best tools."—"The hand is man's title for living as an artist."

In Washington, D. C., the National Council of State Superintendents and Commissioners of Education found busy sessions engaging them for their three-day meeting. The council was entertained at tea in the White House by Mrs. Roosevelt. She is such a delightful personage that the interest of every person present was intrigued by her versatile ability and her general concern as to the individual and social well-being of our people.

Three or four major items of interest to every educator in the land were considered by this Council of State Superintendents and Commissioners of Education. One concern was that which had to do with American youth. Naturally the economic and employment status of youth was given first consideration. I wonder whether it is possible that the problem of the unemployment of youth will ever be solved in school. It seems to me that until school and industry find a common coöperative working relationship we shall continue to have an unemployment problem for American youth, and by this reference to "industry" I mean to include industry, commerce, labor, and the professions. It seems to me that we very soon will consider that no person is educated until the society which educates him has supplied an opportunity for him to participate constructively for the benefit of society and himself in the thing

[*Continued on Page Nine*]

See Page 3 for Suggested Programs for Lincoln's and Washington's Birthdays

YESTERDAY
THE FOUNDATION OF TODAY

by

AKER, NELSON, *and* AKER

An elementary history organized on a new basis. Special units on Art, Science, Government, and Social Institutions.

The unit system has been followed with the proper integration and correlation of subject matter.

The text has been carefully checked with the vocabulary of children of fifth and sixth grades.

The illustrations have been selected to add to the value of the text.

This book has met with immediate approval. It is the type of book needed to meet the requirements of modern education.

466 Pages Size 5½"x7½"
140 illustrations
Price $1.60

Send for catalogs of Western Books by Western Authors to

HARR WAGNER PUBLISHING COMPANY
609 Mission Street San Francisco, California

Spoken Drills and Tests in English

By MABEL VINSON CAGE

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. **Oral** drills for **speech** correctness train ear and tongue (rather than eye and fountain pen!).
2. **Oral** examinations not only test, but reinforce.
3. **Interest** comes through competition.
4. **Repetition** is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California.

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage.
Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLII, NO. 1 | SAN FRANCISCO, JANUARY, 1936 | PRICE 15 CENTS

SUGGESTED PROGRAMS FOR LINCOLN'S AND WASHINGTON'S BIRTHDAYS

BY ALICE HAND

TEACHERS: Remember that the educational world of today strongly urges that morals be taught mainly through biography. The biography of Abraham Lincoln is invaluable to such a course.

If approached inspirationally, each year students should make new and colorful contacts with this greatest American of them all. Lincoln loved children and children loved and trusted Lincoln. Bring them together in friendship and helpfulness today and every day.

Assemble early a reference shelf of volumes—Ida Tarbell's "Life of Lincoln," "Boy's Life of Abraham Lincoln," Nicolay; "Oft-Told Tales of Lincoln," Vivier; "Best Lincoln Stories," Gallagher, and the like.

Sketch Lincoln's *personality* before you turn over to your pupils this reading matter. Homely? Perhaps, but possessed of a smile the sweetness of which won the confidence of all, and a superb physique. Picture for your boys from the beginning a spirit daring, courageous, seeking; adventuresome. Then let the countless examples of Lincoln's kindness and consideration suggest that the bravest are the gentlest.

Collect and discuss Lincoln's favorite anecdotes, homely maxims, crises, the long list of defeats that taught him his own power instead of crushing him. All these will reveal character and arouse respect.

His biography is full of dramatic incidents suitable for impromptu dramatization. Search them out.

A definite study plan is always helpful. We suggest acquaintanceship with all the varied occupations and distinct stages of development preceding his election to the presidency, tabulating what qualifications each of these contributed to his career as War President.

Dramatization of one or two incidents prominent in each period could serve the purpose of illustrating definite character traits. Let such dramatizations be simple in handling, informal and impromptu if possible.

Follow Hollywood style, perhaps, with a director, scenario writer, critic, and cast for each group. Neglect difficulties of makeup, costuming, and setting in favor of spontaneous dialogue and action.

Here are a few suggestions for outline development of Lincoln's biography, and study of traits prominent in each:

I. *Pioneer Childhood* — Developed sense of adventure, manual dexterity and great strength (ax in hand practically from tenth to twenty-third year); courage, industry, patience, resourcefulness, necessary qualities to the life; ambition for mental development initiated; honesty and sense of moral obligation in evidence early. *Drama Suggestion*—Lincoln the young student; bring in favorite books, story of the damaged "Life of Washington," ambition to become a lawyer.

II. *Farmhand and Bargeman on the Mississippi*—Great reader, hard worker—split 400 rails for every yard of jeans covering him; gains reputation as brilliant talker, excellent story-teller, backwoods orator, kind and considerate neighbor. Resourcefulness and courage brought out during barge trips to New Orleans. *Drama Suggestion*—Saving of swamped barge stranded on mill dam; reactions to first sight of negro woman sold on slave block.

III. *Grocery Clerk in New Salem*—Most popular man in town; beats the Clary Grove hoodlums in wrestling match; gains reputation for intrinsic honesty; studies extensively; becomes candidate at twenty-two for State General Assembly, indorsing internal improvements and schools. *Drama Suggestion*—First political speech, eighty-three words long, or "Tea and Short-Change Incidents."

IV. *Captain in Black Hawk War*—Learns to handle men in numbers; displays great physical courage. *Drama Suggestion*—Rescue of Indian messenger set upon in his camp.

V. *Storekeeper in Partnership With Berry, Postmaster and Surveyor*—Failures of grocery firm and assumption of debt of $1100 by Lincoln alone. Receives appointment as postmaster from opposite political camp. This office provides new angles in the matter of dealing with the public. Becomes surveyor of public lands, preparing himself in six weeks. Noted for exceptional accuracy. Begins to study law in earnest. *Drama Suggestion*—"A Postmaster Portrayal," or the significant discovery in a stray barrel of the set of Blackstone's law books. "Work, work, work," Lincoln's advice to any law student.

VI. *Legislator in State Assembly*—Leader of the "Long Nine"; indorses bank, building of highways and schools, sale of public lands; formally protests spread of slavery; makes many helpful social contacts; displays integrity and firmness as legislator. *Drama Suggestion*—Refusal to support pro-slavery movement—"You may burn my body to ashes."—Tarbell, p. 139. vol. I.

VII. *Politician in Earnest*—Becomes skillful stumpspeaker as candidate for Congress. A politician without cunning, or selfish motives. Refused to argue from false premises; always thoroughly acquainted with subject; passion for lucidity; speeches enlivened by anecdote, concrete illustrations, humor. Elected to United States Congress, 1847; opposed Mexican War; campaigns successfully throughout New England; returns to Springfield, 1849. *Drama Suggestion*—Lincoln and the "Milking" candidate.—Tarbell, p. 198, vol. I.

VIII. *Lincoln Pleading Lawyer With the Circuit Court of Illinois*—Makes deep study of humanity contacted—clients, juries, fellow associates; establishes reputation for honesty; refuses cases not founded on justice; high fees condemned; excellent in his examination of witnesses, presentation of cases, and masterly summaries; pleading noted for clearness, common sense, simplicity of diction, humor, and persuasiveness. *Drama Suggestion*—Defense of Duff Armstrong (Moonlight

Point).—Tarbell, p. 270–273, vol. I, or refusal to accept two wealthy clients whose causes were founded on greediness and wrong.

IX. *Reënters Politics*—Vigorous stump-speaking against Kansas–Nebraska Bill; helps form Republican party; candidate for United States Senate—defeated; engages in Lincoln–Douglas debates; forces Douglas into open on slavery question in territories; becomes Republican candidate for presidency; elected. *Drama Suggestion*—Lincoln traps Douglas—"A house divided——"

X. *President of United States*—Four years of war to preserve Union; averts war with England and Spain; issues Emancipation Proclamation as war measure; reëlected President, 1864; assassinated by Booth. *Drama Suggestion*—Lincoln in the hospitals; upholds temperance; promise to mother; Lincoln and the sentinel; Lincoln's last words, to delegation of Pennsylvania miners.

An Hour With Lincoln in the White House

TIME—1864.

SCENE—Lincoln's study in the White House.

CHARACTERS—Lincoln and Mary White, Tad's tutor.

[*President alone, seated at desk up-stage. He is reviewing his second inaugural speech, just written. Sighs deeply.*]

LINCOLN [*aloud*]: There, inaugural speech done! Elected for another four years. Glad to have the job, too, even if it is like swinging a mad bull by the horns, afraid to hang on and afraid to let go! Well, the war's about ended and the Union's sure to be saved. The South and the North will take a mighty lot of tinkering to solder them together safe and strong, but, with God's help, we'll do the job. [*Refers to paper before him.*] Think I've said it strongly enough. Tried to use good, upstanding words everyone can understand. [*Reads aloud last paragraph—"With malice toward none," etc.*] "Lasting peace among ourselves and with all nations—how I pray that it can last down the ages. The black curse of slavery wiped out; the Union Washington gave us growing more firmly knit every year. No North, no South—one nation again! Come in, come in!" [*Knock followed by entrance of Tad's tutor, Mary White, who greets him cheerfully.*]

MARY—Mrs. Lincoln wants to know if you will drive out with Tad and her this afternoon to visit the hospitals. Tad has said all his lessons to me perfectly.

LINCOLN—Indeed I will, Mary. Tell Tad to be good. The little rascal! If it weren't for his pranks and impishness this burden of mine would be almost more than I could bear! Tell Mrs. Lincoln to look for my old gray shawl. I've misplaced it. Tad laughs at it, but the soldier boys know it a block off, and like to see it coming. And please carry these telegrams to Mr. Nicolay, down the hall. He'll send them off for me.

MARY—Gladly! These?

LINCOLN—That's the lot. Be sure to tell him to get that top one for General Grant off in a hurry. Splendid fellow, our commander-in-chief. Read that one aloud, Mary, and tell me how you like it!

MARY [*reads aloud*]—"I have seen your dispatch expressing your unwillingness to break your hold on your present position. I, too, am unwilling. Hold on with a bulldog grip and chew and choke as much as possible. A. LINCOLN." That's a good one, Mr. Lincoln!

LINCOLN—It should get a grin from old U. S. Grant, the sobersides! If we'd had Grant on the job three years ago, this war would have been over long ago. Real bulldog! He'll lick the gray-coats yet. Never did like gray for a color, Mary. But that Grant—never knows when he's beaten. Well, I'm kind of another bulldog myself, though I suspect I look more like a handsome airedale. Do more barking than Grant does, too. Check up on the rest of those telegrams, my girl. Each one as important as life itself.

MARY [*looking through them*]—Oh, Mr. Lincoln—five orders staying execution! That will give five men back to their homes

THE JOURNAL OF GEOGRAPHY

Official Organ of the National Council of Geography Teachers

This magazine, monthly for the school year, is devoted to the constant improvement in the teaching of geography. Every teacher of this subject will find aid both as to content and method.

CONTENTS OF A TYPICAL ISSUE

The United States and Mexico, *Ben F. Lemert and Rose V. Lemert*

Geography and Regional Planning, *G. Donald Hudson*

New England Water Power, Facts and Traditions, *A. K. Botts*

The Balkans as a World Problem, *Joseph S. Roucek*

The Major Geographic Regions of Eurasia, *George B. Cressey*

Editorial Notes and News

Edited by GEORGE J. MILLER
State Teachers' College, Mankato, Minnesota

Subscription Price: $2.50 a year. Sent free with membership to the National Council of Geography Teachers. :-: Annual dues $2.00

Published by

A. J. NYSTROM & CO.

3333 Elston Avenue Chicago, Illinois

and loved ones. I can see where Judge Holt will rage and sputter, though.

LINCOLN—Maybe so Good man. But a dead dog's no good to any one, and each of these lads may be a credit to his country yet if he's kept alive Takes plenty of courage to order young fellows shot because they're crazy with homesickness, and skip out without leave to catch a glimpse of mother, or the wife and babies.

MARY—Or because they nap on duty when their eyes ache and burn for sleep they've missed.

LINCOLN—Yes, and because legs get so scared by whistling bullets that they carry their owners to the rear without orders from anyone. Might have done the same myself in the Black Hawk War.

MARY—But you didn't! You mean everything to this army, Mr. Lincoln. If a man's poor and friendless, you're his friend. If he has deserted in a panic, you order—"suspend execution and send me his record." No wonder the soldiers call you "Father Abraham!"

LINCOLN [*defensively*]—They never should call me that. George Washington's the only father of his country. I'm just it's big brother and always will be.

MARY—And what a brother! Why, you're just as much a brother to a poor beaten black slave, and his master, as you are to everyone up North.

LINCOLN—Well now, Mary, you see I hate slavery with all my soul, have ever since I was a young one in Kentucky, but I know that plenty of slaveholders *think* they're just as right as I *know* I am. I have to be fair, don't I?

MARY—You wouldn't be you, if you weren't.

LINCOLN—But, right now, the most important thing is for us to hold together George Washington's Union. Real stamping out of slavery all over the country is sure to come later by an amendment to our Constitution, not by this emergency war proclamation of emancipation, though it did whip old Johnny Bull into line! Now run along and give Nicolay those telegrams!

[*Exit Mary and enter Staunton, Secretary of War.*]

LINCOLN—Hello, Staunton! What's wrong now? You look as if you'd just found out that you'd bet on the wrong horse!

STAUNTON [*excitedly*]—Mr. Lincoln, something's got to be done about the way these traitorous Copperheads here in the North are constantly throwing mud on you, and the administration—stirring up riots against the draft, encouraging army desertions, howling for immediate emancipation of *all* the slaves or yelling just as hard against it, writing lies to the newspapers! Why the police are even running into plots to murder you!

LINCOLN [*calmly*]—And I'm still here. Calm down, man. Nobody knows better than I do that in these troubled times no one man can please all the people all of the time! They'll all come to reason some day. Trouble is, they can't see the thing big enough! Can't realize what eventual ruin to the whole country a slave-holding South and a free North would bring.

STAUNTON—With the two ideas fighting like mad to gain the upper hand in the new territories opening up in the West.

LINCOLN—Right! But we'll try to forget traitors, Staunton. Personally I can grin at the vile names they call me in every mail. We'll try to dodge the murder plots, too. No doubt each fellow with a carving knife in his hand thinks he's a pure-minded patriot. But the Lord is on our side, I'm certain. All we can do is to keep on fighting to hold the Union together and finally stamp out slavery from this whole broad land.

STAUNTON—I suppose you are right, sir, but few——

LINCOLN—Suppose! *I know!* Staunton, to bring this country out of this awful time for her, every last one of her pilots must use continuously every ounce of charity and patience and brotherliness he possesses. He must hold to a sublime faith in the real ideals of the great majority of fine, patriotic Americans this country boasts. He must understand the inmost recesses of their hearts; he must maintain their respect for

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town Shopping District, San Francisco

Chinatown and Famous Restaurants Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station and Southern Pacific Station

Located At
SUTTER AND KEARNY STREETS SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service of Continental Flavor

250 ROOMS

Management SAM D. ADKISSON

law and order; he must be just, but merciful, and never, never must allow an iron will to soften until the Union is welded firm again, and America is free from the black curse of human slavery.

STAUNTON—Lincoln, with a leader like yourself, and the help of God, we'll do it!

[*They clasp hands and the curtain falls.*]

We Renew Acquaintance With Washington

AGAIN, as in the case of Lincoln, preparation for a celebration of Washington's Birthday should have for its incentive a closer friendship with him and a firmer understanding of both his character and the magnitude of his service to his country.

Portraits of Washington are unfortunate. Find out why, and paint a more friendly and attractive one for your young folks. Bring out characteristics likely to help shape young minds happily, but don't hammer away at them too heavily. Truthfulness, courtesy, generosity, temperateness, cleanliness, order, system, accuracy, industry, self-control, wariness, keenness of observation, punctuality, consideration of others, soundness of judgment, far-sightedness, patience, physical and moral courage—all these can be illustrated and brought out by anecdote and dramatic interpretation as in the Lincoln study. Contrast between the two men often leads to helpful discussions.

An interesting program might be made up of a number of progressive scenes from his life dialogue, action and curtain tableaux written and produced by the children themselves.

Suggestions are as follows:

I. *Boyhood*—Death of colt; Betty, Samuel, Charles, Jack, and George come in to their mother, silent and dejected. To cheer them, the mother talks of George's notable athletic achievements, until finally an inquiry of hers concerning the well-being of the colt precipitates Washington's famous reply. (See Scudder, "Life of Washington," p. 26.)

II. *Education*—On a rainy day at Mount Vernon, Patsy and Jack, Washington's little stepchildren, discover in an old trunk Washington's well-worn copy of the "Young Man's Companion," the textbook on which all of his early education was based, accompanied by his copy books and his "Rules of Conduct." While reading extracts from these Washington surprises them. He comments humorously on his favorite subjects and ruefully on his poor ones. Deplores his educational shortcomings, especially lack of French. See Ford, "The True George Washington," p. 62.)

III. *Surveyor*—Washington, sixteen years old, reports to Lord Fairfax the trip beyond the Blue Ridge Mountains, and receives his praise for and comment upon the accuracy and good judgment shown in his surveying work.

IV. *Major Washington*—His mother is told by his sister Betty of the trip to Fort le Boeuf, with emphasis laid on French and Indian treachery and the perilous trip home of Washington and Gist. Animated pantomine by Betty. Consternation registered strongly by mother.

V. *Savior of Braddock's Surviving Men*—Story told and acted by an admiring Indian friend to Patsy and Jack and a group of little friends. At conclusion, Washington enters and announces his appointment as commander-in-chief of the Virginia forces.

VI. *Washington, Slaveholder*—Washington, with Mrs. Washington present, calls in overseer and instructs him concerning good care for the slaves; refuses to allow a family to be separated, etc. After overseer has withdrawn, gives Mrs. Washington his opinion on the whole unfortunate system of human slavery.

VII. *First Appearance as a Burgess*—Praised for his services by the Speaker; embarassed, is unable to make speech requested. Speaker: "Sit down, Mr. Washington. Your modesty equals your valor, and that surpasses the power of any language I possess."

VIII. *Member of Continental Congress*—Patrick Henry converses with friend, who asks him whom he considers the greatest man in Congress. "If you speak not of eloquence, but of solid

information and sound judgment, Colonel Washington is unquestionably the greatest man on the floor."

IX. *Commander-in-Chief of the American Army*—Questions messenger riding to Philadephia with news of the battle of Bunker Hill—"Did they stand the fire?" (See Scudder, p. 146.)

X. *At Valley Forge*—Comforts soldiers and praises their faithfulness and endurance.

XI. *Capture of Trenton*—Surprises Hessians at their Christmas dinner, and demands their surrender.

XII. *Surrender of Cornwallis*—Rochambeau and Lafayette offer congratulations of France after Cornwallis gives up his sword.

XIII. *First Signer of the Constitution*—Secretary of the convention presents document to him for signing in the presence of watching members. Washington remarks, pen in hand: "Should the states reject this excellent constitution, the probability is that an opportunity will never again be offered to cancel another, *in peace;* the next will be drawn in blood."

XIV. *President of the United States*—Section of the Farewell Address given by Washington to applauding group.

[Why not divide impersonation of the rôle of Washington among several boys, letting a student group decide on the best fulfillment?]

In Answer to Prayer

Scene — Washington's farm-house headquarters at Valley Forge.

Characters—Mrs. Washington, Mrs. Potts, wife of Quaker owner of farmhouse, and General Washington. The two women are seated by a table knitting.

Mrs. Potts—It must have been a great sacrifice for you to give up the comforts and luxuries of your home at Mount Vernon to come here to Valley Forge, Mrs. Washington.

Mrs. Washington—It was the least I could do, Mrs. Potts—to come here and try to make the General comfortable. He himself has been sacrificing a thousand times more of comfort and well-being since this awful war started. For three years he has not been home once, though often close at hand. He says he could never enjoy the soft living at Mount Vernon, even for a day, when his splendid soldiers are enduring such terrible hardships.

Mrs. Potts—And isn't that just what you would expect of a kind, unselfish man like the General? No wonder his men worship him. The poor darlings—my heart bleeds for them. Torn shoes letting bare flesh leave bloody tracks in the snow, shirts hanging in strings—and *thin*—but how could they be else with the slim rations they get? And when a dandy like Captain Ford must wear a ragged old bed-cover for an overcoat, things are at a pretty pass!

Mrs. Washington—The general says the main reason why there are no proper funds for taking care of the soldiers is that the thirteen colonies can't seem to act as a real nation yet, and can't come close enough together in policy to see that they *must all* vote money to take care of their army.

Mrs. Potts—I know! It's too bad, but the soldier boys themselves are forgetting about this thirteen colonies business and are coming closer and closer to each other, from Vermonters to Georgians. And so are their wives and mothers and sisters at home. Look at Betsy Ross and her friends. There's a big, splendid nation in the making to live under the flag she made, Mrs. Washington!

Mrs. Washington — Dear Mrs. Potts, what a tower of strength you are! Of course we are all coming close together.

Mrs. Potts—Why, look at us two! Me, a grubbing little Pennsylvania Quaker farm wife, working and hoping and planning every day by the side of a high-born Virginia lady—both of us praying for a free and united nation.

Mrs. Washington—Just as the General himself does! He is certain that God is with us and will not let a cause like ours come to naught.

Mrs. Potts—Never a man like him! My husband told me yesterday that he saw him down on his knees in the snow, deep in the forest, praying aloud for guidance and strength.

Mrs. Washington—And he will get it, never fear! The best thing that has happened for the cause of late is the arrival in camp of this stern Baron Von Steuben, from overseas. What a splendid drillmaster and organizer he is!

Mrs. Potts—He is making a real army out of these faithful, half-frozen men.

Mrs. Washington—If only the French could make up their minds to join us against their old enemy, England!

[*As she speaks these words, Washington himself opens the door and, stepping to the table, joyously waves a dispatch before them. Both women spring to their feet, knitting dropping to the floor.*]

Washington—Patty, Patty! Thank God, that is just what they have done! Dispatches from Congress! An alliance has been formed between France and the United Colonies. A French fleet, French soldiers, French money, and that brave young lion, Lafayette, to help put new life into us. We're saved, Patty! We'll have a Union yet, free from the tyranny of England! This continent will know a strong new nation—the United States of America!

[*Waves dispatch happily. Curtain goes down as each of the women simultaneously reach for the document.*]

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The mosaic of life from San Francisco to New York is queerly patterned these days in almost similar moulds. Again murders, absconding, political trickery, marriages, divorces, stock news, are current features.

The temper of people this fall has been more passive than is usual. Probably the calm before the fever heat of this year's presidential election.

The general state of mind is rather that of almost helpless hope that things are on the permanent up-grade.

With theaters in New York and Chicago playing to standing room; with prizefights, wrestling matches, hockey games, sold out; with hotels turning away guests in the humorless gusto of the late twenties, it seems that we are going somewhere.

The attempt of politicians to make the under dog relish his lot less stoically, while hindering business to stage a real recovery, is not making matters much better.

Schools in the midwest have not made the strides toward a returned full support as has happened practically all over the Pacific Coast.

The convention of the Department of Superintendence to be held in St. Louis in February from indications is going to be the largest attended meeting of recent years.

Philadelphia has a new Mayor who is determined that the school budget previously slashed to economy proportions shall be still further lessened. About the only great reduction that can be made is by further reducing teacher salaries. At the moment the Philadelphia Board of Education is considering

a return of a 5 per cent cut rather than a further reduction. An educational survey of the Philadelphia school system is being advocated in order to see what changes can be made without undermining the educational program.

THE MORE one travels in Maryland the more one becomes enamored of the beauty of the country. The ride from Baltimore to Annapolis along a winding road through the pine barrens to the Chespeake is a pleasing hour's trip. Annapolis, Baltimore, Frederick, Hagerstown, Cumberland, all have an older and more distinctive feel than most Eastern cities.

ROBERT E. LARAMY, Superintendent of the Altoona, Pa., schools, believes in a sane educational program. His elementary program is handled by Supervisors Pauline Roffe, Margaret Davis, and H. S. Smith, persons well versed in educational philosophy of a practical nature.

MICHIGAN and northern Ohio have been much cheered by the upturn in automobile business. The setting ahead two months of automobile shows for the exhibiting of new models has made the automobile towns boom. For some two months the hotels in those towns have been crowded and reservations have to be made for train rides.

THE MORE one travels east of the Mississippi River, the more one wonders why they always speak of the desolate wastes of the far West. Through New York, Ohio, Maryland, Indiana, New Jersey, and the rest of the states you can ride for hundreds of miles and see nothing but up and down dale, with land good for nothing but grazing and sightseeing.

JOHN A. SEXSON, Superintendent of Schools of Pasadena, Cal., has been selected as a member of the commission of fifteen appointed by the National Education Association to evolve a "long-term program" for education in the United States. The New York *Times* reports the facts concerning the commission as follows:

Fifteen educators have been appointed by the National Education Association to draw up a long-term plan for American education, it was announced yesterday by the association and its department of superintendence in its journal.

Declaring that "piecemeal planning of American education is entirely inadequate to present-day and future needs," the association and the department have appointed the fifteen for a five-year term as members of an educational policies commission. They are expected to evolve a program looking toward "continued adaptation of education to social needs" and meriting the support "not only of the profession but of the parents of the children who comprise America's schools."

Four persons will serve on the commission ex-officio. They are the presidents of the N. E. A., Agnes Samuelson, Iowa State Superintendent of Schools; the secretary of the N. E. A., Willard E. Givens; the president of the Department of Superintendence, A. J. Stoddard, Superintendent of Schools, Providence, R. I., and the secretary of the department, S. D. Shankland. John W. Studebaker, United States Commissioner of Education, and George F. Zook, president of the American Council of Education, have been invited to act as advisory members and to attend all meetings.

Eleven members have been appointed as follows:

Cornelia S. Adair, principal, Franklin School, Richmond, Va.; Lotus D. Coffman, president University of Minnesota; George S. Counts, Teachers' College, Columbia University; J. B. Edmonson, University of Michigan; Frederick M. Hunter, chancellor, University of Oregon; Charles H. Judd, University of Chicago; John K. Norton, Teachers' College, Columbia University; John A. Sexson, Superintendent of Schools, Pasadena, Cal.; Payson Smith, State Commissioner of Education, Boston, Mass.; George D. Strayer, Teachers' College, Columbia University; Willis A. Sutton, Superintendent of Schools, Atlanta, Ga.

The commission is intended to be a cross-section of the dominant trends in educational thinking in the country today. It will elect its own chairman and is expected to devote much time to its task. It will conduct studies and canvass the opinions of many groups within and without the profession. It is expected that the members will assemble periodically for meetings of two weeks' duration, and the work will go on continuously during the year by means of a paid staff.

Five general tasks are assigned to the commission:

To plan for the continued adaptation of education to social needs; to appraise critically existing conditions in education looking to desirable changes in the purposes, procedures and organization of education; to consider recommendations from all sources; to publicize and encourage the best practices in education; to develop coöperation among organizations interested in educational improvement.

The National Council for the Social Studies held its fifteenth annual meeting November 29 and 30, 1935, at the Hotel Pennsylvania, New York City. While attended by educators from throughout the United States, the program was mostly dominated by New York City people, and to one from the far West it was highly illuminative.

We have heard rumors of the fact that perhaps our society was not all perfect, but we did not realize that it was entirely wrong and that our teachers should have free rein to expound to the youth their solution and to advocate their plans for change, which naturally must be Communism, since Capitalism was dead.

There was quite an argument over "loyalty oaths" for teachers and "free speech." What a mere journeyman got out of the discussion was that those objecting to "loyalty oaths" felt that it was a means to get rid of those teachers under teacher tenure who taught doctrines contrary to those held by the majority group. In simple words, those holding communistic doctrines wanted the privilege of being paid by the government while they tore down that same government.

Perhaps the most outstanding paper of the social studies convention was read by John L. Tildsley, district superintendent of schools, New York City. While a strong advocate of social studies, Doctor Tildsley did not believe that subject held in its grasp the ultimate solution of all our problems. One thing that stood out in his remarks was that he believed that the time is coming when we must reverse our present educational philosophy of pampering all students, of sliding them through school on grades whether earned or not, and of not making the student feel that he has to work to earn something. Doctor Tildsley feels that the old idea of mastery of something must still be a dominant factor in education if we are to justify continued enormous educational expenditures.

The Indiana State Teachers' College at Terre Haute, Ind., has for many years been one of the most outstanding institutions for the training of teachers in the United States. Since last summer, with the completion of a new $400,000 125-room laboratory demonstration school, facilities for the training of teachers are perhaps equaled by no other institution in the country.

This demonstration school is exemplar of what a model school should be devoted to the training of teachers. Such being the case, the arrangement calls for a battery of two classrooms, with a consultation room for critic teacher and student teacher between these two classrooms. Departments

J. W. Fricke & Company

SCHOOL FURNITURE

BLACKBOARDS

PLAYGROUND EQUIPMENT

Phone SUtter 8854

420 Market Street

San Francisco

of art, home economics, industrial arts, science, a projection room on each floor, kindergarten, bookstore, have all been arranged with the purpose of making teaching a fine art with the aid of modern devices. A wonderful lighting system, under-cover playgrounds with tiletex flooring, plenty of heat from a central heating plant, built-in cupboards, and movable furniture are additional features.

Offices for department heads are provided. For the principal and the three supervisors there is a large suite of offices on the first floor. The building was built as far as possible with Indiana State materials. Thus the Indiana limestone and furniture of Southern Indiana white oak are of the finest.

The capacity of the school is around 825 pupils. They range from pre-school through twelfth year. The school is organized upon the 6-6 plan. Thirty-five teachers are employed in addition to the three supervisors and the principal.

Doctor Olis Jamison is principal of this demonstration school. Doctor Jamison is a native of Indiana and received his A.B. from the Indiana State Teachers' College in 1928. While working for his M.A., he was assistant principal of the demonstration school. After securing his master's degree in 1929, Mr. Jamison was made principal of the laboratory school.

During 1931–32 Mr. Jamison took a year's leave of absence and studied at Stanford University, where work upon a doctor's degree was done under Doctors John C. Almack, William M. Proctor, and Jesse Brundage Sears in education. The completion of his doctor's thesis came the summer of 1934 and his degree was issued the spring of 1935. Doctor Jamison is also coauthor with C. L. Kuhn of South Bend, Ind., of a workbook published by Scribner's titled "A Directed Study Workbook in American History."

Doctor Jamison is an educator enthusiast and is tremendously well liked by his faculty and students. In the new setting, he feels that the work of training new teachers will be a delight and a pleasure.

The faculty of the demonstration school has been chosen by careful selection. The three supervisors include Miss Mary D. Reed, formerly in the elementary department of curriculum, Los Angeles city schools; Earl E. Ramsay, and Harold Bright. Mr. Ramsay is head of the department of education, professor of education, and director of the training school; Miss Mary D. Reed is director and professor of primary education, and Mr. Bright is assistant professor of education and assistant director of supervised teaching.

Miss Margaret Gillam, head of the English department of the Terre Haute (Indiana) State Teachers' College demonstration school, is a coauthor of a language series published by Macmillan that has been adopted by the state for use in the Indiana schools. The series is called "High-School English." The coauthors of the series are John Baker Opdyke and Olive I. Carter.

SOME PERSONAL OBSERVATIONS

[*Continued From Page One*]

which interests him. There is a very constructive plan which is being followed in France where industry is allowed to choose whether to pay a tax to support training schools for youth or industry may choose to employ youth and supply training in employment. I am of the opinion that we shall develop a way of having American industry accept more and more the social responsibility of employing youth who graduate from our schools. It is my opinion that more and more opportunities for employment in certain types of public services will be available for the youth who graduate from our schools. I believe the C.C.C. camps will continue and will be one clearinghouse where youth will be encouraged and directed to go on through further educational programs.

The state superintendents and commissioners of education are interested in the very practical and constructive field of educational research. In connection with many educational problems and procedures, it seems to me that opinion has been substituted for facts. We are still confronted with many difficulties in making education more scientific. If during this period of national social readjustment we are to find that social democracy is to develop as during the past few years industrial democracy and science have developed in all relationships to life, it is certain that we shall need to develop much practical study and research activity out of which will come the content material for the use of teachers who yearn to do something constructive about the challenge to instruction in the social studies.

Another phase of important concern which confronts education in its state aspects is that which has to do with the integration of education and other forms of social service. We approach this era of social readjustment with a great number of social services, each one of which has grown up in its own right and name. If complete social understanding is to be taught, encouraged, and stimulated, it appears that an integration of those institutions of social service is most necessary. Health services, juvenile court activities, recreational offerings, social welfare facilities, relief agencies, each one training a personnel and all somewhat competing, should find in the school a common institution and agency that will bring about coöperation, integration, and unification, eliminating duplication, competition, and conflict. In spite of all that the school has done in the field of emphasis of coördinated social well-being, individual services are growing with rapidity and a competition that is keen. There should be unanimity, and because of a biased favoritism and confidence in the school I believe that the school is the center of all services affecting the social well-being of those who benefit by the offerings of the school as an institution in the lives of the people the school serves.

I believe that the problem for the educator is this: Is or is not education the chief custodian of youth outside the home?

One cannot go to Washington, D. C., and return without being conscious of the fact that American life is nationalizing. Transportation, communication, mobility of population, all make us more than ever citizens of the United States. This very mobility and nationalization of life have tended to increase the national characteristics of public education. It is certain that the day is not far distant when this nationalization of public education will go so far as to mean national income for education. There is no sponsorship favoring national funds for education, which would involve national control. It would appear that national funds for education, accessible on some such plan as follows, would meet the approval of the state superintendent and commissioners of education: (1) There should be some national support for education; (2) this national support should first take care of extraordinary and unusual emergencies which affect education; (3) all states in accord with school population should receive an allocation of national funds; (4) a national equalization fund should be created to be distributed in accord with a plan to be determined by a committee or commission appointed by Congress. Whether this a realizable plan, whether funds will soon be available, whether the forces of education and of social advantage can unite upon such a plan, whether opposition will be strong enough to defeat such a program, no one can definitely answer. This seems to be an appraisal of the situation as it now stands.

The Western Journal of Education

HARR WAGNER, Editor

OFFICIAL DEPARTMENT — Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

Published monthly. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

Masters STORIES OF THE FAR WEST

By Joseph G. Masters, Principal of Central High School, Omaha, Nebraska

"The facts rather than the fiction about the real West." Colorful, accurate, and thrilling stories in a new supplementary reader for grades 6, 7, and 8. Here are true tales of the first forty years of our trans-Missouri country development, by one who has traveled and studied extensively in the Far West. Material gathered from varied and authentic sources is woven into tales of the Santa Fe, Oregon, and Bozeman Trails, the famous Indian battlefields, and the rugged explorers and traders who sought gold and adventure in this new territory. Profusely illustrated. *$0.92, subject to discount.*

Field FINDING THE NEW WORLD

By Walter Taylor Field

The exploits of early adventurers and traders fill the pages of this new supplementary reader which gives the history of the period of discovery in America from Leif Ericson to the Pilgrims. A book whose vivid, narrative style gratifies the young reader. Written by an authority on children's literature, and generously illustrated. *$1.00, subject to discount.*

GINN AND COMPANY
45 Second St., San Francisco

LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library.

State Library Exhibitions of Prints

BY BERTHA S. TAYLOR,
Prints Section Librarian, State Library.

AS WE DRAW towards the end of the year the California State Library is able to look back over a most successful series of exhibitions in the prints room. During this same period the number of visitors was nearly double that of any previous year.

January began the year with the annual exhibition of the California Society of Etchers. It has been the custom for some time for this exhibit to come to the state library following its first showing in San Francisco. This group consisted of etchings, drypoints, aquatints, and one monotype in color, the subjects being mostly Californian—cities, coasts, and mountains—with several Hawaiian scenes by H. M. Luquiens of Hawaii. Three tiny but exquisite drypoints by Armin Hansen took one to Monterey Harbor. There were three etchings and a drypoint by Mildred Bryant Brooks, who won the award for the best etching, technically, in the annual exhibition of the Society of American Etchers shown last year in New York. A large aquatint by Gene Kloss represented the green corn ceremony of the Pueblo Indians. Whatever the depression has done to artists, these prints showed that it had not lowered the standards of the California Society of Etchers; on the contrary, many thought this surpassed any exhibition the society has had for a long time.

During the month of February an exhibition of Japanese color prints was shown. This was the second such group exhibited in the prints room. It was entirely the work of Hiroshige, who probably is more widely known in this country than any other Japanese artist. The prints were chosen to give a comprehensive view of the entire work of this master and included many of the less familiar of his prints. It was collected and loaned by Judson D. Metzgar, an authority on Japanese prints, who also prepared a descriptive catalog of the exhibition. These prints, with the colors still rich and fine, were especially notable for their very fine state of preservation.

During March there were two groups of prints shown. Owing to delay in receiving those planned for, it was necessary to substitute a group of prints from the library's own collection. Those chosen were the very colorful block prints by Mrs. Bertha Lumn, which are among those most frequently asked for by visitors in the prints room. They were also of especial interest following the exhibition of old Japanese prints by Hiroshige, as many of them were of Japanese subjects as seen by the eye of an American. Mrs. Lumn has lived in the Orient for many years, first in Japan and later in China. Her present home is in Peking. Besides the prints of Japanese and Chinese subjects, there were portraits of her children, a landscape showing Point Lobos, and a series of fairy-tale illustrations. There was also shown a whole series of impressions of one of the prints to illustrate how the picture is built up by the successive prints from the different blocks.

Beginning March 11, the delayed exhibition, a group of prints called "The fifty prints of the year," was shown for the rest of the month. This is one of an annual series of such exhibitions, chosen by a jury sponsored by the American Society of Graphic Arts, shown throughout the country. The prints were in all mediums and represented both the conservative and modern schools. Among them were a number which have received awards in various competitive exhibitions, such as "R. F. D." by Martin Lewis, which received an award at the fifteenth international of the Printmakers Society of California. Eight of these prints were also included in a list of "best sellers" compiled from recent reports of dealers. Seven were included in the annual publication "Fine Prints of the Year."

The April exhibition consisted of photographs from the Historic American Buildings Survey, a project of the National Parks Service, Department of Interior. This is a record of historic homes and places in the gold country, the fast vanishing environment of the Forty-niners, and is the work of Roger Sturtevant of San Francisco. Many of the buildings in these pictures show a remarkable degree of excellence, especially in view of the difficulties under which they were constructed. In the early fifties the millwork had to be shipped around the Horn, transshipped to Sacramento or Stockton, and then packed in to the mines on horse or mule back. Moreover, the lure of gold left few skilled artisans available. Throughout these pictures the builder's or owner's homeland is evident—here a close reproduction of a southern plantation house, there a pitch-roofed New England cottage, or even a touch of Mediterranean influence. The character of the individual towns varies with the supply of building materials available, the snow or fire conditions, and the taste and wealth of the inhabitants. Some towns, like Columbia, were built largely of brick; others, as Mokelumne, of stone, and many, as Downieville, of lumber. The Sherwood ranch, near Salinas, shows the interesting survival of old Spanish days.

The Wells-Fargo Bank has had this set of prints made to be kept in San Francisco (the negatives are permanently filed in Washington), and it was through its courtesy that this exhibition was made available.

For May the library had the honor of showing for the first time part of the collection of Chinese embroideries and textiles belonging to William E. Colby of San Francisco. The bulk of this collection was composed of fifty old Manchu robes, most of them having belonged to members of the imperial family, as indicated by the imperial five-clawed dragons woven into the material or embroidered on it. The oldest robe in the collection, of very fine hand-weaving with and intricate pattern in silk and gold thread, is more than 150 years old. One, an emperor's sacrificial robe in dark blue and imperial yellow, is entirely hand stitchery; the body is in needle-point and the collar and cuffs in satin stitch. There were also actors' costumes and priests' robes, headdresses, collars, and other dress accessories. A complete court costume for a general in gold brocade, with helmet and eagle feather crest, attracted much attention. Other articles included were

two magnificent temple frescoes; two large wall hangings embroidered in gold thread, each a birthday gift to a mandarin; and a number of imperial rugs, some in silk and gold thread. On one Saturday morning during the month eighty-four children from the Chinese language school visited the exhibition with their teacher, Chan Bong Yen. They seemed to enjoy seeing the things and hearing their instructor's explanations.

Because of the very great interest in this collection of objects, the exhibition was continued through June.

The July exhibition was a series of etchings and lithographs showing the construction progress of Boulder Dam and the building of the transmission line and aqueduct which will bring the power and water from the Colorado River across mountain and desert to the coast. These prints are the work of William Woollett, a California artist, and was the first full Western showing of his work, although he had previously exhibited in the National Gallery in Washington and also in New York, Boston, and Oslo, Sweden. Some of these prints were made for the United States government as a record of this tremendous undertaking. Mr. Woollett is now engaged in making a series of prints showing the construction progress of the San Francisco Bay bridges.

August brought to the prints room a collection of works by living Americans brought together by the Los Angeles Art Association. They provided a good review of the present state of printmaking in the United States, as each of the artists by invitation had submitted what he considered his best work. All mediums were represented—etchings, lithographs, woodcuts, etc. Among the nationally known artists whose works were shown were John Taylor Arms, Arthur W. Heintzelman, Childe Hassam, Troy Kinney, Louis Rosenberg, Millard Sheets, Charles Woodbury, and many others.

Again the library's collection was represented in the September show. The prints this time were selected from the many pictures of ships, and the exhibition was called "Ships and Ports." There were rowboats in quiet waters, fishing fleets at work and in harbor, a whaler rounding the Horn, frigates in action, mine-sweepers in the British Channel, and the *Lusitania* in the River Mersey. Among the famous ships shown were the *Mayflower,* the *Constitution* and the *Guerriere,* the *Flying Cloud,* and the *Ocean Monarch.* The ports particularly represented were the River Mersey, the River Thames, La Havre, Venice, and our own San Francisco Bay, Monterey, and San Pedro harbors. Many of these prints were in color and all types were represented.

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 MARKET STREET

(Next to California Theater)

Another one-man show was offered during October. These were etchings and drypoints by Armin Hansen of Monterey, one of our finest American etchers, as well as a very distinguished painter. Mr. Hansen was born in San Francisco in 1886, he has lived in Monterey since 1913, and was one of the first of the many artists who have portrayed that picturesque peninsula. But there is a difference, quickly noted, in the type of material Mr. Hansen has chosen to use. It is not so much the delineation of the natural beauties or the noticeably picturesque as the moods of nature and, more particularly, the relations of men and the sea. The most sought after of his prints are those showing the dramatic moments in the hard and tragic lives of the fisher folk which he knows from first-hand experience as a sailor in merchant and fishing craft in the North Sea. It was during this time that Mr. Hansen made his first etchings on metal cut from the zinc floor covering under his stove. These early prints are much sought after by collectors. Among the prints shown was a series of very small plates of exquisite and suggestive line, but having all the epic effect of a great mural painting. Fifty-five prints were exhibited, eighteen from the library's collection and the rest through the courtesy of Mr. Hansen and other owners.

In February, when the prints room showed Japanese color prints by Hiroshige, so much interest was manifested that another Japanese print exhibit was arranged for November, This time it represented the work of Hokusai, a contemporary of Hiroshige, who is considered even greater than Hiroshige by many people. Hokusai lived from 1760 to 1849 and called himself "old man mad about drawing." When he died at the age of eighty-nine it was with the prayer "If heaven would give me but another five years, I might yet become a great painter." The prints of this exhibition were assembled for the library by Judson D. Metzgar. He also made an annotated catalog for the use of the visitors.

Ever since the prints room has been open the month of December has been reserved for the work of the members of the Printmakers Society of California, and is always looked forward to as an especially interesting and colorful exhibition. As the membership of this organization is international, many countries are represented, including Canada, Great Britain, France, Austria, and Italy, as well as other states than California.

It is always interesting to watch from year to year the progress and development of the individual artists and the general trends in subject, style and medium. For the past several years lithography has been coming into its own after long neglect. More recently the aquatint is being experimented with, especially in color, as is also the very beautiful but laborious process of the mezzotint. A very few artists have taken up line engraving and it is interesting to note that the modern line engraving tends to resemble the etching in its freedom of line rather than the formal line of the past. This is in sharp contrast to the fact that when etchings were first made they tended to resemble the stiff style of the engravings they were about to supersede. The freedom which is natural to the etching process was not taken advantage of until later.

And so the year ends—and another equally interesting begins, at least in the prints room of the California State Library.

Do You Teach Commercial Law in the Second Semester?

If So, You Should See

ESSENTIALS OF COMMERCIAL LAW, REVISED

by

WHIGAM, JONES, and MOODY

THE REASONS:

....It is just off the press—reflects the latest interpretations of laws that affect the individual in his business and social life.

....It develops the social values of the subject in every day's lesson.

....It is the most clear-cut, lively presentation of the subject yet made.

....It contains those student and teacher aids to learning and instruction that make the differences between a mediocre success and an enthusiastic class with plus outcomes.

....It was written by an experienced lawyer, a social-science authority, and an able commercial teacher.

....It is what you have been wanting as a text for the commercial law classes.

List price, $1.40

Send to our nearest office for a sample.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco
Boston Toronto London Sydney

BOOK REVIEWS

MUSIC INTEGRATION IN THE JUNIOR HIGH SCHOOL, by Lila Belle Pitts. Price, $2.50. C. C. Birchard & Co., Publishers.

In this book the author shows us practical ways and means of humanizing music for the average pupil. The type of teaching indicated here makes it possible for every boy and girl to develop some form of desirable self-expression and self-realization through music.

Thomas Y. Crowell New Publications

THE WORLD OF MYTHS, A Dictionary of Mythology. By Frank Chapin Bray. 334 pages, 12mo. Price, $2.

This is a comprehensive dictionary, and something more. It is a bird's-eye view of the whole world of myths, and the most usable reference work on mythology in print. In addition to familar figures of Greek, Roman, and Norse mythology, here also are to be found lesser known ones of India, the Far East, Celtic, Teutonic and Slavic lands, Africa, the Americas, the South Seas, etc. A complete index of all entries makes the contents still more accessible.

AUTOMOBILES FROM START TO FINISH, by Franklin M. Reck. 96 pages, 89 photographs, and maps and diagrams. Price, $2.

The biography of an automobile is a rather exciting story. This book tells where the automobile comes from, what they all do, how they work, and where they go. This is a story for the boy to enjoy, from the age of 12 to 16.

CARLOS AND LOLA, A Boy and Girl of the Philippines. By Phillis Ayer Sowers. With 40 illustrations (some in color) by Margaret Ayer. For children from 8 to 12. 150 pages. Price, $1.50.

A book such as this is almost like an actual visit to their island home. Going with Carlos and Lola to their home or school or rice field; seeking shelter from a sudden torrential downpour, or prodding their lazy carabao into action; is very thrilling for the young reader.

FUN AT HAPPY ACRES, by Ruth C. Barlow. Photographs by Melvin Martinson. 96 pages. Price, $2.

This visit to a farm is a delight in both text and picture. It tells in an easy, chatty style of what one group of youngsters found at "Happy Acres"—the horse, the cows, the pigs, the chickens, and all the rest. For children from six to ten.

THE EMPEROR OF THE ANTS, by Luigi Bertelli (Vamba). Authorized American edition. Translated from the Italian by Nicola di Pietro. 248 pages, 120 illustrations. Price, $1.50.

For a delightfully droll as well as instructive story of insect life, this book commands instant attention. It is a sort of "Alice in Wonderland," where the characters are insects. The story is wonderfully revealing of not only ant life but also beetles, wasps, bees, caterpillars, worms, and many other creeping and flying creatures. Reading age 8 to 12.

THE COMMAND OF WORDS, by S. Stephenson Smith (University of Oregon), author of "The Craft of the Critic," etc. 300 pages. Price, $2.50.

How can the writer, the speaker, and the reader acquire a ready, wide, and sure vocabulary? And a sense of when and how to use it? By way of answer, here is a lively and diverting guide for the enlargement and focusing of one's vocabulary. First, there are certain novel devices which enable the reader to check on the range, readiness, and the sureness of his command of words. Next, there is a workable plan for learning new words in connection with central key ideas. A wealth of information is given in this book. Aptly titled, this is a book for all who want a command of words that will enable them to talk well, and to write as they talk.

Silver, Burdett & Co. Publications

THE UNIT-ACTIVITY READING SERIES—TOM'S TRIP. Pre-Primer. Price, 20 cents.

The total vocabulary of this book is seventy-two words. Every word is used five or more times. The subject of trains is very interesting to young children, and this is a story of a boy who takes a train to the country to visit his grandmother. The pictures reinforce effectively the interest factors embodied in the story.

AT HOME AND AWAY. Primer. Price 56 cents.

Most of the "stories" are based upon realistic child-interest experiences, full of action and dramatic incident. Sixty-nine of the words used in the pre-primer are used again here five or more times.

IN THE CITY AND COUNTRY. First Reader. Price, 60 cents. ROUND ABOUT YOU. Second Reader. Price, 68 cents.

The author of this delightful series of activity readers is Nila Banton Smith, dean, School of Education, Whittier College. The first three books are illustrated by Margaret C. and Florence J. Hoopes. "Round About You," the Second Reader, is illustrated by Kayren Draper. The illustrations are especially good, with vivid coloring that will keep the child interested. "In the City and Country" is divided into seven units, as follows: Automobile Stories; School Stories; Stories About the Postman, Policeman, and the Fireman; Stories About Animals; Field Stories; Garden Stories, and Bird Stories. "Round About You," Second Reader, is divided into seven units also, and are as follows: Airplane Stories; Stories About Food; Stories of Life About You; Stories of the North; Stories About Cotton; Stories About Frogs, Toads, and Turtles; Holiday Stories.

THE UNIT-ACTIVITY READING SERIES. Teachers' Guide for the First Year, by Nila Banton Smith.

STATE SUPERINTENDENTS MEET

VIERLING KERSEY, State Superintendent of Public Instruction of California, was reelected president of the National Council of State Superintendents and Commissioners of Education at their annual meeting in Washington on December 9.

Mr. Kersey went East for this meeting, returning to Los Angeles in time to talk to the harbor group in the Los Angeles City Institute late in December and to preside at the meeting of the State Curriculum Commission on December 30 and 31.

Mr. Kersey is much beloved personally by the harbor group, who were his special charges during his early career in Los Angeles.

PAYSON SMITH was voted out of the state commissionership of education of Massachusetts in Governor Curley's office after twenty years of service. Doctor Smith's eminent reputation as an educational leader will continue to be of service to the nation. James G. Reardon succeeds him.

TEACHERS AND VOCATIONAL GUIDANCE COUNSELLORS
are invited to visit our school and confer with us about our mutual problems.
Please note our new location:
SUITE 350
MILLS TOWER
220 BUSH STREET
POST SECRETARIAL SCHOOL
DO 7947

Enroll Now . . .
FOR SPRING TERM
• TAILORING • DRESSMAKING
• POWER MACHINE OPERATION
• PATTERN DRAFTING and DESIGN
• FASHION and COMMERCIAL ILLUSTRATION
Under direction of graduate instructor with college training holding State teacher's certificate.
SAN FRANCISCO'S PRACTICAL SCHOOL OF DRESSMAKING and DESIGN
HAZ · MORE
School of Dress
1179 MARKET ST. • SAN FRANCISCO
Telephone UNderhill 4176

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
PHONE: SUTTER 2980

NEWER CHILDREN'S BOOKS

Selected by WILHELMINA HARPER

FOR YOUNGER CHILDREN

Johnny Crow's New Garden, by Leslie L. Brooke. Warne. Price, $1.50. Delightful picture-story of the exciting things that happened in this garden. Grades 1–3.

Piper's Pony, by Paul Brown. Scribner. Price, $2. Pony story to please any boy, with many striking illustrations. Grades 3–4.

Flat Tail, by Alice Gall and Fleming Crew. Oxford. Price, $1.50. Unusually fine story and pictures of the lively events in the life of a beaver family. Grades 4–5.

Young Cowboy, by Will James. Scribner. Price, $1.50. A selection for younger children from the works of this popular author. Grades 3–4.

Little Ones, by Dorothy Kunhardt. Viking. Price, $2. Beautiful picture book of baby animals with simple text expressing a little child's thoughts of them. Grades 2–3.

Who Goes There? by Dorothy Lathrop. Macmillan. Price, $1.50. Enchanting pictures and story of the wonderful picnic the little woods' animals had. Grades 2–4.

Susan and Arabella, Pioneers, by Rhoda Morris. Little. Price, $1.75. These adventures of a brave little pioneer girl make fascinating reading for younger children. Grades 5–6.

FOR OLDER BOYS AND GIRLS

In the Beginning, by Sholem Asch. Putnam. Price, $2. These Old Testament stories, simply retold, provide an excellent volume for either boy or girl. Grades 6–7.

The Lost Caravan, by Waldo Fleming. Doubleday. Price, $2. Exciting adventure in the Sahara Desert, with thrills a-plenty. Grade 8 and high school.

The House of Many Tongues, by Fjeril Hess. Macmillan. Price, $2. The interesting experiences of an American girl in Prague after the World War. High school.

Honey Jane, by May Justns. Doubleday. Price, $2. How a courageous Tennessee mountain girl settles the feud between two warring families. Grades 6–8.

The Turf-Cutter's Donkey, by Patricia Lynch. Dutton. Price, $2. Two lovable Irish children find the magic donkey and wonderful things begin to happen. Grades 5–7.

Topgallant, by Marjorie Medary. Smith & Haas. Price, $1.75. Excellent story of the life and adventures of a young sea-gull, in very attractive volume. Grades 5–7.

A First Electrical Book for Boys, by Alfred Morgan. Scribner. Price, $2.50. Everything a boy wants to know about electricity, clearly told and in splendid edition. Grades 6–8.

CALIFORNIA SCHOOL of ARTS and CRAFTS INCORPORATED

Accredited by the State as a teacher-training institution

SPRING TERM

Opens January 6, 1936

Day Classes—Professional training in advertising art, illustration, costume design, interior decoration, teacher training, and the fine arts. Degree, diploma, and certificate courses.

After School Classes—Art classes at hours convenient for teachers.

Evening Classes—Drawing and crafts for adults busy during the day.

Saturday Classes—Special Saturday morning art classes for grade and high school students.

Write for Catalogue

F. H. MEYER, Director
Broadway at College Avenue
Oakland, California

POST SECRETARIAL SCHOOL

The owners of the Post Secretarial School, which for six years was located in the Women's City Club Building, invite high-school teachers and vocational guidance counsellors to visit their new school in the Mills Tower, 220 Bush Street. There you will see one of the most modern business schools in the Bay District.

The teacher-owners are desirous of coöperating with the teachers in the high schools in every way possible to bring about a better understanding between the public schools and the private business schools. They bring to their students a sympathetic understanding of the problems that will confront them in the business world, and have prepared flexible courses that will fit them for their individual places. The school is small enough so that each student is given that personal attention that makes him a better-than-average worker. Their office is open on Saturday mornings and you are sure of a hearty welcome when you call.

"DODSWORTH" AT CURRAN

That smash hit, "Dodsworth," with Walter Huston starred in the title rôle, following the run of 353 performances enjoyed by this attraction in New York and three months in Chicago, is announced for the Curran for a short run starting January 16.

"Dodsworth," it is almost superfluous to state, is taken from Sinclair Lewis's popular novel of the same name. The dramatization was made by Sidney Howard. The fourteen settings, and the two revolving stages which shift the scenes almost kaleidoscopically, were designed by Jo Mielziner. The stage director was Robert Sinclair and the producer Max Gordon—all in all, an imposing aggregation of creative talent.

The scenes of "Dodsworth" alternate between Zenith, an unidentified town in the Middle West (it might be Akron or Terre Haute or Battle Creek) and various points in Europe—London, Paris, Montreaux, Berlin, and Naples—with a couple of episodes on the steamship *Ultima*.

Samuel Dodsworth is a solid, successful, typical American business man who adores his wife *Fran* and their daughter, but has been so immersed in the affairs of the Revelation Motor Company that he is more the prosaic husband and provider than the romantic lover his wife desires. *Fran* persuades him to retire from business and take her to Europe so that she can step out and "see life" while she is still young.

Europe and the gallant attentions of audacious young Englishmen and continentals go to *Fran's* head. She loses her balance and, despite *Dodsworth's* endeavors to save her, slips and finally falls. Still he tries to win her back, but her selfishness, vanity, and venom are insufferable, and when she would divorce him to marry a German baron, *Dodsworth* finds solace in a sympathetic and understanding young ex-patriate, *Edith Cortright*.

Juliette Crosby plays *Fran Dodsworth* and Nan Sunderland is *Mrs. Cortright*. Others of the New York cast of forty to be seen here are Ethel Jackson, Helen Zelinskaya, Beatrice Maude, Doris Day, Baroness de Hollub, Paul Porter, Harlan Briggs, Bram Nossen, Gregory Gaye, Leslie Dennison, Frank Taylor, and Richard Courtney.

ALLAN L. PRIDDY OF GINN & CO. DIES

Allan Leach Priddy, treasurer of Ginn & Co. since 1922, died suddenly on Saturday evening, December 7, in Fairlee, Vt., while presiding at the annual banquet of the Dartmouth Chapter of the Psi Upsilon Fraternity. He had just resumed his seat after delivering an introductory address, and died almost instantly from a cerebral hemorrhage in the midst of the applause of his fraternity brothers.

Mr. Priddy was born in 1895. Just forty years of age, he was the youngest member of the firm, and his passing is considered by Ginn & Co. as a deep personal loss.

ROSENBERG'S

ORIGINAL HEALTH FOOD STORES

and Whole Wheat Bakery

Main Store — 1120 Market Street, Opposite 7th Street

Branch Store — 825 Market Street, New Commercial Market, Near Fourth Street

Telephone MArket 3303-3304

Specializing in food products for building and maintaining health

Send for Free Catalogue

THE GOLDEN PHEASANT

Powell at Geary

San Francisco's Most Favorably Known Restaurant

W. W. HEALEY

NOTARY PUBLIC

Specializing in Depositions Using Only Court Reporters

Office: 208 Crocker Building, Garfield 1346
Residence: 450 17th Avenue, Evergreen 1560
San Francisco, Calif.

WESTERN SCHOOL NEWS

DOCTOR JOSEPH MARR GWINN, formerly Superintendent of Schools in San Francisco, will take the position of acting head of the department of teacher training of the San Jose State College. Doctor George E. Freeland, head of the department, has taken a leave of absence for several months. Doctor Gwinn has been living in Pasadena. During the San Diego Exposition, he had charge of the educational exhibit there.

THE LOS ANGELES CITY Board of Education, at a recent meeting, made approximately two hundred changes in personnel. Among the outstanding persons involved were Willard S. Ford, chief deputy superintendent and formerly on the faculty of the University of Southern California, and Louis B. Travers, assistant superintendent in charge of personnel and formerly of the State Department of Education.

MISS HELEN HEFFERNAN, chief of the division of elementary education, has called a meeting of the Bay Section of the California Elementary Principals' Association in conjunction with the State Department of Education for February 15 at the Fairmont Hotel.

Two panel discussions are scheduled for the morning meeting. These will be followed by a business meeting called by Miss Charlotte Estes, principal of the West Portal School and president of the Bay Section. The morning program is to be followed by a luncheon at which Miss Estes will preside.

The California Elementary Principals' Association is fast becoming one of the important organizations of the state in furthering progressive education. Principals who make a special effort to attend will find much of interest and help in these meetings.

THE ALBANY city schools, under Superintendent John Franklin West, have continued to increase in enrollment, contrary to the condition of many other systems in Northern California. A $40,000 unit for the Albany High School is now under construction. The expectation is that this building will be completed by the middle of April and will be put to school use after the Easter vacation.

AT SAN LEANDRO, Superintendent Andrew J. Cartwright is in the midst of a program for the reconditioning of the city's four school buildings. The proceeds of a $110,000 bond issue are being used for this purpose. While the schools are being reconditioned pupils are being put on half-day sessions.

THE MARIN COUNTY SCHOOLS, under Superintendent George E. Kendall, are considering the putting into effect of new recommendations in regard to course of study. Last April a curriculum committee for the revision of the Marin County course of study was appointed by Mr. Kendall. Chairman of the committee was Mrs. Alice M. Wells, Marin rural supervisor. Prominent members of Marin County educational forces were appointed to the committee, and included Wade F. Thomas, district superintendent, San Anselmo schools; Roy Huffman, district superintendent Mill Valley schools; A. W. Ray, district superintendent Sausalito schools; O. R. Hartzell, superintendent San Rafael City Schools; Miss Lulu Sutton, principal Novato grammar school; Mrs. Letha F. Jenkins, principal Ross grammar school; Neil N. Cummins, principal Larkspur school; and Miss Isabel M. Cook, Marin County rural supervisor. Upon recommendation of the committee, the county Board of Education gave the Marin County schools the privilege of adopting the California State suggested course of study in social studies and the California State course of study in science. The adoption was not made obligatory.

OCCUPATIONS

A CLEARING-HOUSE of information about occupations has been established for the benefit of teachers, principals, guidance counselors, vocational educators, librarians, and others by the National Occupational Conference, 551 Fifth Avenue, New York City. The conference is a nonprofit-making research organization established and supported by the Carnegie Corporation of New York. A number of publications on occupations and vocational guidance are distributed at cost. The conference also publishes "Occupations, the Vocational Guidance Magazine."

SOME INTERESTING STATISTICS

A CIRCULAR from the United States Department of the Interior, office of education on preliminary statistics of state school systems, contains some very interesting data. The following summary is quoted from this circular:

Expenditures for salaries of teachers, supervisors, and principals reached the highest point in 1931–32, amounting to $1,265,443,910. By the year 1933–34 this had been reduced to $1,058,595,297, a decrease of $206,848,613, or of 16.2 per cent for the two-year period. The highest average salary in the history of the teaching profession was reached during the year 1929–30, when it was $1420. Two years later the average salary was reduced by $3 to $1,417. Due to changed conditions during the biennium 1932 to 1934, a further decrease of $200 is noted with the average annual salary of $1217.

While salaries have decreased, total current expenditures have decreased at a greater rate. During the biennium 1930–32 this decrease was $33,612,692 and in the following biennium $305,270,034. For the four-year period this decrease was $338,882,726, or 18.4 per cent.

Expenditures for capital outlay have steadily declined since 1929–30, when the total was reported as $370,877,969. By 1931–32 these expenditures had decreased to $210,996,262 and by 1933–34 to $59,276,447. No doubt the decrease during the four-year period is due to a great extent to retrenchment and to a smaller extent to the fact that much of the necessary building was done during the decade 1920–30.

On the basis of the average daily attendance, the current expense cost per pupil increased from $12.71 in 1880 to $86.69 fifty years later. This cost decreased to $81.36 by 1931–32, and to $67 by 1933–34.

Summarizing for the continental United States, we find that in 1880 a total enrollment of 9,867,395, with an average daily attendance of 6,144,143, was served by an instructional staff of 286,593. This represents an average of thirty-four pupils enrolled, or twenty-one pupils in average daily attendance per staff member receiving an average annual salary of $195. With a total current expenditure of $78,094,687, the cost per pupils in average daily attendance was $12.71. During that year the average number of days schools were in session was 130.

By 1930 our school system had expanded and increased till there was a total enrollment of 25,678,015, with an average daily attendance of 21,264,886, which was served by an instructional and supervisory staff of 880,365, receiving salaries aggregating $1,250,427,194. Each staff member receiving an average salary of $1420 was held responsible for an average of twenty-nine pupils enrolled, or twenty-four pupils in average daily attendance. On the basis of the total current expense of $1,843,551,708, the cost per pupil in average daily attendance was $86.69, an increase of $73.98, or nearly 600 per cent in this item for the fifty-year period. During this same period the average number of days schools were in session increased from 130 to 172.

A New Publication

AMERICA TODAY AND YESTERDAY

VANZA N. AKER, Former Demonstration Teacher, Tooele, Utah
DOCTOR EUGENE HILTON, Supervisor of Social Studies, Oakland Schools
HOMER F. AKER, District Superintendent of Schools, Red Bluff, Cal.

American history for the fifth grade written at fourth-grade reading level and arranged in units of child interest. These include such units as **The Story of Homes in America,** which gives the story of homes from the first shelters erected by the Pilgrims to the modern homes of today, how they were built, heated and lighted; **The Story of Food in America** from colonial times to the present day; **How Americans Have Clothed Themselves; How Americans Have Traveled and Sent Messages; Watching Busy Americans at Work; A Visit With Our American Neighbors,** and **Why America Is a Good Place in Which to Live.** Under this last unit the story of schools from the dame school to the modern school of today is given, as are also the stories of music, literature, and art.

Through these units the story of America is presented in simple form, depicting the progress of civilization from the time of the *Mayflower* to the *China Clipper.*

HARR WAGNER PUBLISHING COMPANY
609 Mission Street, San Francisco, California

L. A. COUNTY LIBRARY CHANGE

The Los Angeles County Public Library, under the leadership of Miss Helen E. Vogleson, librarian, has become one of the outstanding county library systems in the United States. Miss Vogleson is progressive in her views and is constantly adopting new ideas and procedures. The latest development has been the combining of the schools division and children's division under one head. This became possible due to the vacancy in the headship of the schools division made by the resignation of Miss Irene Moulton after her marriage in October.

In merging the two divisions Miss Vogleson had in mind the giving of more advisory service to schools, owing to the new demands now being made upon libraries because of the new unit approach in education.

Miss Claire Nolte has been appointed head of the new division. Miss Nolte has been supervisor of the children's work in the community branches of the Los Angeles County Public Library since 1927. She comes to her new position well qualified to carry on the combined work with children in the branches and in the schools. She is a graduate of the University of Wisconsin Library School and the special course for the training of children's librarians given by the Library School of Western Reserve University. Her practical experience was gained in small libraries in Iowa, Wisconsin, and Minnesota as well as in the larger well-developed Cleveland Public Library and the Los Angeles County Public Library.

Miss Nolte has served on local, state, and national committees interested in library service for children through libraries and schools. At present she is on the book production committee of the American Library Association section for library work with children.

As first assistant in this newly created division, Miss Vogleson has been particularly fortunate in securing Mrs. Alice B. Lewis, formerly in charge of work with children in the Long Beach Public Library. Mrs. Lewis, a graduate of the Carnegie Library School of Pittsburgh, has also had a wide and varied experience and is admirably fitted for these new responsibilities.

It will be the joint endeavor of Mrs. Lewis and Miss Nolte to bring about a closer coördination of the work in the community library branches and the county schools.

DEANS OF WOMEN

"Coöperation With Youth" is the theme that will draw deans of women to St. Louis for the twentieth annual meeting of the National Association of Deans of Women, to be held at the Hotel Statler, February 18–22, preceding the meeting of the department of superintendence. At the first morning session "Youth," in the person of a college senior and a graduate student, will present its case and a dean of women and a dean of men will accept the challenge.

Other speakers will be Dean Marion Brown, who will describe the "Experiment in Oakland, Cal.," and Doctor Marie Bentivoglio, professor of geography at the University of Australia, will speak at the banquet, which will be followed by a joint reception for personnel groups. Forums and seminars are being arranged and joint sessions will be held with the American Council of Guidance and Personnel Association.

EDUCATIONAL ABSTRACTS

The first issue of a new journal in education, called "Educational Abstracts," is to appear late in January or early in February. Business and editorial offices are at 230 Fifth Avenue, New York City. It is the function of this journal to abstract material of interest to educators in new books, journals, monographs, etc. The journal is to appear bimonthly, omitting one issue during the summer. The subscription price is $4 per annum.

DOCTOR LEE TAKES NEW POSITION

Doctor Edwin A. Lee, Superintendent of the San Francisco Public Schools, has resigned his position to accept the appointment of director of the National Occupational Conference. Doctor Lee, through his progressive policies and delightful and compelling personality, won the admiration and support of San Francisco's schools and citizens.

Doctor Lee leaves in June to take over his new position in New York. The work as director of the National Occupational Conference brings him again into the field of his special interest.

We suppose one can leave California for New York and still be happy, but we don't quite see how.

OUT FOR THE REST OF THE SEMESTER TOO BAD!

CURTAILING school health programs, and postponing the purchase of much-needed equipment may save dollars temporarily, but the saving often leaves in its wake a shocking child health impairment.

Not *all* backward children are normally dull. Undermined health induces absences, failures, backwardness. This costs the tax payer money —more than is saved by economy measures.

Providing lighting that protects the eyes, blackboards from which it is easy to read, seating which induces good posture, proper ventilation, and the most sanitary conditions are all phases of school administration expenditures which it is wiser to encourage than curtail. Most of the waste in education could be eliminated were the health factor in school equipment better and more widely understood.

• • •

Information relating to school rehabilitation, or to any type of school materials or equipment can be obtained through our advertisers, or if you prefer, an inquiry addressed to this publisher will be forwarded to some dependable source for attention.

AMERICA'S best investment is its children. Buy NOW the equipment necessary to their proper education . . . but be sure to protect their health in doing so!

EDUCATORS MEET IN LOS ANGELES

THE STATE DEPARTMENT OF EDUCATION, with the coöperation of several statewide groups, has annually conducted various conferences for the consideration of the problems that have to do with the improvement of teaching and learning. These various individual group conferences have been asked to join in the first large statewide annual conference on the direction and improvement of instruction called by Vierling Kersey, State Superintendent of Public Instruction. Eighteen hundred invitations have been issued. This conference will be held at Los Angeles, Hotel Biltmore, March 9–13, 1936.

Those invited to attend are superintendents, assistant superintendents, directors of teacher training, supervisors of teaching, supervising teachers, supervising principals, representatives of teachers' associations, and professors and instructors in education. Child welfare, social service, and related activity officers and agents are also invited. All grades and levels, kindergarten to junior college, will participate. A great unified body of representatives of all influences in public and private education concerned with improved teaching and better learning are urged to join the conference. There will be no registration fees. The Hotel Biltmore will be the headquarters and meeting place for all sessions of the conference.

Plans for the conference include three days devoted to discussions and demonstrations. Thursday and Friday a program of directed school visiting is arranged. Saturday, March 14, the conference members are invited to join the Progressive Education Association, Southern Section, in their conference to be held at Hotel Biltmore. Practical application of all proposals presented will be emphasized. The attendance at the conferences will represent a cross-section of all interests and levels in education.

NEW HISTORY TEXTS ADOPTED

AT THE REGULAR MEETING of the State Board of Education January 15–17, Vierling Kersey, State Superintendent of Public Instruction, presented the report of the State Curriculum Commission on history textbooks and recommended its adoption. The State Board adopted the books as recommended. This adoption will provide the schools with new histories, two books to a grade, as follows:

Grade 5—"America, Today and Yesterday," by Aker, Hilton, and Aker; Harr Wagner Publishing Company.
"The Story of America," by Barker, Dodd, and Webb; Row, Peterson & Co.

Grade 6—"Yesterday, the Foundation of Today," by Aker, Nelson, and Aker; Harr Wagner Publishing Company.
"America's World Background," by George E. Freeland; Charles Scribner's Sons.

Grades 7 and 8—"America's Progress in Civilization," by George E. Freeland; Charles Scribner's Sons.
"America and the New Frontier," by George E. Freeland, Charles Scribner's Sons.
"American History," by Southworth and Southworth; Iroquois Publishing Company.
"New California, the Golden," by Rockwell D. Hunt; Silver, Burdett & Co.

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, CALIFORNIA JOURNAL OF EDUCATION *(Sierra Educational News.)*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Northern Section
MRS. PORTIA MOSS
Auburn

Central Section
LOUIS P. LINN
Route 6, Box 100
Fresno

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Central Coast Section
T. S. MacQUIDDY
Watsonville

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

CALIFORNIA TEACHERS ASSOCIATION
State Headquarters: 155 Sansome Street, San Francisco

UBLIC LIBRARY

FEBRUARY, 1936

THE WESTERN JOURNAL of EDUCATION

THE SPRING OF 1936

By VIERLING KERSEY, *Superintendent of Public Instruction.*

You will want to know of the spring season educational activities for 1936. Of some of these meetings you will wish to have report; in some of these meetings you will desire to participate; of the educational progress they mean for our schools you will wish to know.

Spring months 1936 are to be rich in their offering. An attempt to list all meetings planned would be impossible. Those of statewide nature and representation are mentioned herein for stimulation and information.

Each teacher, administrator, and supervisor finds advantage, encouragement, and instruction in contacts which are provided. These conferences and sessions where the rapidly improving program of the schools of our state is presented are reviewed in advance of their convening.

1. *Elementary School Principals.*

During the last five years no group of educators in the State of California has more definitely advanced itself professionally than have the elementary school principals. Many contributions of most excellent repnte have been made by these principals to the literature of the elementary school field. The profession of the elementary school principalship has been established. The functioning of these principles is now accomplished through regional organizations of principals holding conferences at stated times. The elementary school principals include elementary school district superintendents.

On February 15 the Bay Section meeting is to be held in San Francisco. May 2 the Central Coast Section of elementary school principals will meet at Carmel. April 18 Northern California elementary school principals and district superintendents will meet at Chico. April 25 Southern California elementary principals and district superintendents will meet in San Diego. The State Council of the Elementary School Principals' Association will meet May 2 in Carmel.

2. *Secondary School Principals.*

The secondary school principals of the State of California have an exceedingly professional plan organized on the coöperative basis for the modernization of secondary school curricula and the improvement and enrichment of secondary school instruction. The secondary school principals of the state are organized into regional conference groups. They meet at regular periods and present reports concerning experimental instructional activities in their respective schools. Many times high-school teachers come to these meetings and discuss their own activities and present for individual schools reviews of improved practice as they are carrying it on in their various areas.

The annual conference of secondary school principals will be held in the city of Pasadena, April 2, 3, and 4. The headquarters for meetings will be the Pasadena Municipal Auditorium. Hotel headquarters will probably be at Hotel Maryland. The program for the three-day session will be of particular interest to teacher trainers, administrators, principals, and instructors. In coöperation with the sessions of the conference there will also be held the regular meetings of the California Association of Secondary School Principals and the Western Association of Colleges and Secondary Schools. Two major points of emphasis in the conference will deal with the new curriculum and the improvement of teaching in terms of the new curriculum. General sessions and section meetings will characterize the sessions. A particular feature of this year's meeting of the secondary school principals will be the participation by Doctor MacLean of the General College of the University of Minnesota.

3. *Supervisors and Directors of Instruction.*

It has been the annual custom of the supervisors of instruction, including rural supervisors, directors of instruction, and teacher training representatives, to hold a conference. Up to the last two years these conferences were held in coöperation with other groups. Two years ago an annual conference on the direction of instruction was inaugurated. For 1936 this annual conference bids fair to be one of the outstanding educational meetings in our state. The meeting will be held in Los Angeles March 9 to 13, inclusive; headquarters, Hotel Biltmore.

The conference will involve the general status of activities which have to do with curriculum development, early childhood education, education in the intermediate grades, education for early adolescence, secondary education, education of exceptional children, the professional education of teachers, art as creative expression growing out of fundamental learning experiences, music as creative expression growing out of fundamental learning experiences, creative rhythmic expression, oral and written expression, drama and dramatic play, behavior in relationship to learning, library service for children, the school plant and the new curriculum, an effective attendance service, an effective child guidance clinic, new aspects of vocational education, improving school health program, and the wholesome personality.

4. *The California Association of Health, Physical Education and Recreation*

Will hold its meeting for the spring of 1936 in the city of Long Beach, April 1–3, inclusive. It will meet in coöperation with the National Recreation Association, Western Division. Items of special interest which will be given consideration at this conference will have to do with the correlation of recreation, athletics, health, and physical education in the public school program; a study of the revision of activities in these various fields following the minimum program to which schools and communities were forced during depression years, together with a plan for expanding and improving services.

5. *California Teachers' Association.*

The excellent meeting of the California Teachers' Association dedicated specifically to teaching and learning which was held in Southern California is to be followed by a similar

[*Continued on Page Nine*]

See Page 3 for Arbor Day Playlet, "Trees—We Love You!"

YESTERDAY
THE FOUNDATION OF TODAY

by

AKER, NELSON, *and* AKER

An elementary history organized on a new basis. Special units on Art, Science, Government, and Social Institutions.

The unit system has been followed with the proper integration and correlation of subject matter.

The text has been carefully checked with the vocabulary of children of fifth and sixth grades.

The illustrations have been selected to add to the value of the text.

This book has met with immediate approval. It is the type of book needed to meet the requirements of modern education.

466 Pages Size 5½"x7½"
140 illustrations
Price, $1.32

Send for catalogs of Western Books by Western Authors to

HARR WAGNER PUBLISHING COMPANY
609 Mission Street San Francisco, California

Spoken Drills and Tests in English

By MABEL VINSON CAGE

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. Oral drills for speech correctness train ear and tongue (rather than eye and fountain pen!).
2. Oral examinations not only test, but reinforce.
3. Interest comes through competition.
4. Repetition is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California.

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.

Drive into our garage. Take elevator upstairs.

Single ..... $2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLII, No. 2 | SAN FRANCISCO, FEBRUARY, 1936 | PRICE 15 CENTS

TREES—WE LOVE YOU!

(AN ARBOR DAY PLAYLET)

BY ALICE HAND

[*Suitable for classroom reading or dramatic interpretation. Grateful acknowledgments to Will C. Wood, Author of "Keeping California Beautiful and Fruitful."*]

CHARACTERS: BETTY and PETER, brother and sister, who learn quickly but dislike to study.

TREES: Boy rôles—FATHER REDWOOD, BLACK WALNUT, ALDER, YEW, SUGAR PINE, CALIFORNIA FAN PALM. Girl rôles—MOTHER VALLEY OAK, BLACK WILLOW, MAPLE, MADRONO, LAUREL, FRÉMONT COTTONWOOD. [*For use with a smaller number of children, speeches of omitted rôles can be easily transferred.*]

SCENE: *Front yard of Betty and Peter's home, after school. The children are preparing lessons for the next day. They are seated at extreme ends of a rustic bench, each with book and pencil and tablet at hand, each yawning and fretful.*

PETER [*slamming book shut noisily*]—Trees, trees, trees! I'm sick of studying about silly trees. I wish a history of California trees had never been written. What do I care about the ninety-four kinds of trees native to this state?

BETTY—Oh, dear—oh, dear—forty-three of them con-con-coniferous. Why that means meat-eating, doesn't it? That's funny.

PETER: Ho-ho, ho-ho! Isn't that just like a girl? Carniverous is what *she's* thinking about. Coniferous means trees that keep their seeds in cones. You know, you paint them silver and put them on the mantelpiece.

BETTY—I don't. I like a vase better. Well—forty-three kinds coniferous, three kinds palm-like, and forty-eight kinds with broad leaves, instead of the skinny little needle-shaped ones that the pines and firs and spruces have, I guess.

PETER—I suppose we'll have to go to the map tomorrow in school and point out the five different forestry divisions—slopes of the Sierra Nevadas, summits and slopes of the North and South Coast Ranges, Sacramento and San Joaquin Valleys, and Southern California. Kinds of trees differ in high or low parts of the country, in hot or cold climates, wet or dry, rich or sandy soil.

BETTY—And I suppose we'll have to tell about the three big national parks where no one is allowed to even cut off one little branch. And all about the monuments, whatever *they* are, and the twenty national forests where Uncle Sam gives the trees nursemaids and a doctor.

PETER—That's good—nursemaids and a doctor! I suppose you're thinking about the nurseries where the little trees live a while before they're planted, and the doctors are the forestry experts!

BETTY—You make plenty of mistakes yourself, young man. Oh, Peter, I wish there weren't a bothersome old tree in all California—so there! [*Yawns and stretches.*]

PETER—So do I, Bet. Then we wouldn't have to study about the old things keeping their leaves on all year round, or dropping them off in the winter time. Now what's the name of the kind that drop off their leaves in the winter? De—de—[*Drowses off.*]

BETTY—Have you there, old Peter. Deciduous! Names like that are easy for girls. Oh dear—coniferous, drop their seeds out of cones; deciduous, take their clothes off in the wintertime, pretty foolish, I should think. It really would be easier if California didn't have a single tree to bother with. Coniferous, deciduous, con—con— [*Yawns, drowses.*]

[*The children put heads down on bench and gradually drop off to steep. During the latter part of Betty's last speech a low, moaning sound has been heard from the shrubbery about them, and in a moment the twelve trees rush out from all sides, circling about the sleeping children. Some of them are sorrowful, moaning and wring their hands, crying softly "A-a-h, a-ah," while the others, angry, shake fists at Betty and Peter, shouting "Ho, Ho, Ho!" fiercely. They come to a standstill in a semi-circle behind the centrally placed bench, Father Redwood and Mother Valley Oak in center of semi-circle.*]

[*Tree costumes can range anywhere from a broad green shoulder sash only with name of tree cut out of white paper and pasted on it, to more alaborate interpretations of the color, shape, and individual features of the tree represented.*]

OAK—Could you believe it? Two California school children wishing that every tree in this great, splendid state should vanish completely! What kind of children can they be?

REDWOOD—And just before Arbor Day, too—the happiest day of all the year for us trees. I wonder if they know that Arbor Day, here in California, is held to honor Luther Burbank's birthday. I wonder if they know how much he loved little children. Perhaps they don't even know of all the wonderful miracles he performed for trees and plants and flowers, and how he thought little children the best friends they could have!

COTTONWOOD—Terrible! They probably never even heard of him, I shouldn't be surprised if they grew up to be the kind of human folk that start a forest fire just to make a picnic day more lively.

YEW—Better put them out of the way before they do more damage to their state's best guardians. Smother them in leaves, I say.

MADRONA—Or set them down in the midst of the hot and burning sands of desertland, and there let them—— [*Madrona is interrupted by a scream from Black Willow.*]

WILLOW—Oh, oh, how can you be so cruel! You do not understand about these children folk. Tired and cross, they said the thing that first came idly to their minds. *I* know!

SUGAR PINE—Perhaps you're right; but it is plain to see they only know us trees from books. They do not really love us, nor do they understand what this grand state would suffer if we trees should all be banished from her hills and valleys.

OAK—Right, dear pine. I for one would make these two our little friends and allies. Rather two good friends alive than twice a thousand cruel and thoughtless ones smothered under leaves by vengeful trees like Yew and fierce Madrona.

REDWOOD—You speak the truth, good Mother Oak. It is not for noble trees to wreak revenge. Rather let us win for ours these bold young things who made this dreadful wish. Once truly ours, this new Arbor Day that honors gentle Luther Burbank, wizard of the trees and birds and flowers, may mark a turning point in their young care-free lives. What say you, good tree friends?

ALL—Aye, Father Redwood, act, and we are with you.

OAK—A splendid thought! To start with, let us chant right softly to their sleeping ears the words so loved by men and trees—you know it well.

[*The trees sing softly Joce Kilmer's "Trees," or any other song favored by the actors in praise of trees. A short poem could be chanted if a song is not practicable.* BETTY and PETER *slowly raise their heads towards the end of the song.*]

LAUREL—Look, Mother Oak, the little ones hear us. [*Children wake, start up, with alarmed little cries, gaze about at the trees, sink back onto the bench, each again huddled in a corner of it. The trees advance to either side of the bench and gaze at them intently.* OAK *steps to back of bench and lays her hand gently on a shoulder of each child.*]

BETTY—Peter, Peter, who are they? Oh, I'm frightened!

PETER—Why, why, I do believe they're *trees*. It's they who have been whispering to us. I thought I was dreaming.

OAK—Dear Peter and Betty, you are right. Trees we are, trees who would gladly give their lives to serve you both, to shield all growing things that need us, birds and beasts and lovely flowers, men and women, children like yourselves.

REDWOOD—The words you children spoke a short while back cut deep into our souls—cut far more deeply than the saw of woodman could.

OAK—Your wish for California stripped of trees—it made us shudder, but we rushed to help you, just as kindly souls would help a poor blind brother gain the light. Prepare yourselves to vision with these ones you see about you all the ruin and the desolation your bad wish would bring upon your lovely California. Speak up, my comrades, paint the canvas with a vivid brush.

[*As each tree speaks, he stands, as* OAK *had stood, between the shrinking children, says his say and is replaced by the next speaker.*]

REDWOOD—A California without whispering trees? Behold our noble, wooded mountains, Sierra, Coast Range, Siskiyous, through all the passing years up-thrusting bare and shuddering slopes to burnished sky. Gone would be the glory of Sequoia, towering cathedral groves of these my brethren, who were old when Christ was born.

PINE—Gone would be the sturdy juniper and pine and spruce and fir, so brave to battle angry storm on mountain summits.

OAK—No longer would we age-old oaks bless all the valleys; no longer would the friendly birds home in our bosom; no longer would we shield beneath our brooding boughs both man and beast, and trusting flower; no longer would we make serene and beautiful the land we love.

ALDER—No more would presence there of swaying alder guide your folk to streams that stay with him the year around.

WILLOW—And no longer would those streams be graced by cottonwood, crowned fair in golden green, by gracious willow trailing curtains cool, by jungles where wild grapes and berries

THE JOURNAL OF GEOGRAPHY

Official Organ of the National Council of Geography Teachers

This magazine, monthly for the school year, is devoted to the constant improvement in the teaching of geography. Every teacher of this subject will find aid both as to content and method.

CONTENTS OF A TYPICAL ISSUE

The United States and Mexico, *Ben F. Lemert and Rose V. Lemert*

Geography and Regional Planning, *G. Donald Hudson*

New England Water Power, Facts and Traditions, *A. K. Botts*

The Balkans as a World Problem, *Joseph S. Roucek*

The Major Geographic Regions of Eurasia, *George B. Cressey*

Editorial Notes and News

Edited by GEORGE J. MILLER
State Teachers' College, Mankato, Minnesota

Subscription Price: $2.50 a year. Sent free with membership to the National Council of Geography Teachers. :-: Annual dues $2.00

Published by

A. J. NYSTROM & CO.

3333 Elston Avenue Chicago, Illinois

grow to tempt the children to gay feasting. No fragrant buckeye! The streams would miss us if the streams lived after us.

Maple—Think of canyons and ravines no longer glorified in autumn by the flame of happy maple, gold and silver of the birch, singing yellow of our dainty quivering aspen.

Walnut—Summer—and no kindly shade to break the sun's hot blinding glare! Winter—fierce torrents of uncurbed water tearing soil from slopes we trees no more shall strengthen with our mighty roots.

Madrona—Take from your watersheds their guardian trees and mountain springs, laid bare to beating sun, will flee to clouds that hover them. Everywhere thirst, thirst, thirst, everywhere the fruitful valleys ruined, desolate, the happy homes wiped out, great cities left to solitude and ruin.

Yew—Bad, selfish children, would you see your lovely California lie a burning desert, mile on mile of sand and boulders, Gila monsters, horny toads and lizards for its only dwellers? Poor little simpletons, who wish that every tree could vanish from your gracious land to ease a lesson hour! [*Betty screams and covers her face with her hands; Peter hangs his head.*]

Betty—Oh, oh, oh—how terrible!

Peter [*feebly*]—Nothing like that could ever happen to California even if a million children made a million wishes!

Palm—Why not, bold boy? Such dire calamity has struck already on the land across this globe from us. Poor China, reft of splendid forests, not by wishes born of lazy children, but because her humankind looked not into the future!

Laurel—Rich farms appeared; whole forests paid the price. Whole forests fed a million hearths and burned beneath a million cooking pots. Misguided men must even use the acorns and the pinecones—one for food, the other fuel. That meant that no new baby trees came sprouting up to gladden Spring.

Alder—You know we trees with a thousand tiny branches each a tiny lightning-rod conductor, call out to those electric waves the clouds are full of. Down they come to us, bearing water clouds are made of. When China lost her trees, dry seasons knew no showers drawn from clouds by trees. Fierce droughts take toll each year of human life.

Cottonwood—And in the season of the storms and torrent rains there were no trees nor underbrush nor carpets made of fallen leaves and grass to hold the water back and let it gently sink into the hillside soil to trickle out in summertime from myriad springs. So every year sees torrents rushing down unhindered from the mountains, through canyons, tearing out the fertile farms and drowning thousands of their human folk.

Betty—Oh dear, oh dear; I *know* such dreadful things could never happen to my dear, dear California.

Oak—Indeed they could, dear child. If every human soul does not give aid to us, watch over us and plan and think for us, your true, good friends, the California trees, may truly vanish from your land.

Redwood—In this United States we have a million friends, dear Betty, but we need ten million more. Always we have hoped and prayed that all schoolchildren in the land, like you and Betty here, might staunchly march in their front ranks.

Maple—Stout captains in the army of our friends are foresters. They study all our ways and know our needs. They fight the raids of evil insects baiting us, they mend the wounds that storms and blundering beasts have made, they war on choking fungus growths that sometimes girdle us and sap our strength. Tree doctors, forest guardians—all good men and true.

Yew—A friend to trees! We gladly die to serve the needs of men when our good prime is reached, but oh! how many friends it takes to keep unthinking greedy men from slaying us before our prime, from maiming us with no sound thought for future times, with no great need for our strong limbs at hand. Whole forests of us all at one bad time have thus been slain for greed.

Madrona—How wonderful the friend who quickly plants a valiant youngling whenever seasoned trunk goes crashing down.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town Shopping District, San Francisco

Chinatown and Famous Restaurants Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station and Southern Pacific Station

Located At
SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service of Continental Flavor

250 Rooms

Management SAM D. ADKISSON

PINE—How blest by all are friends who plant broad trees for shelter and for shade, to crown with grace and beauty all the land, to furnish homes to warbling birds, true friends to us.

WILLOW—What gifts we bring to man! Leafmold for barren soil, air purified of wicked carbon gas, stout windbreaks when in thick close ranks we shield from icy blasts his home and tender orchard.

OAK—'Tis true enough, but oh! my dears, one terror glooms our life by day and night—the dreadful fear of fire! We helpless forest people quiver with an age-old dread at thought of red devouring flames that sweep upon us, leaving blackened ruins—trees that now can never serve mankind. Dear children, promise us that all your years you *will* take thought to guard us from this peril; that you will ever stand between us and the careless, selfish people who fling down in our underbrush a lighted match, who leave hot campfire embers unwatched, to flare up against us, helpless there.

REDWOOD—Dear children, you must be our friends. We need your love, we need your watchful care. Guard us from the dreadful scourge of fire; let us not be plundered, maimed, by greedy men; fill out our dwindling ranks again and yet again. And give us tender care when we are close to you, and tender thought when we are far from you on mountain slope.

LAUREL—Dear little friends, we will reward you hundredfold with beauty, shade and shelter, and all things good and useful. [*Betty and Peter leaped up from the bench. Betty clasps the hand of Mother Oak; Peter goes to the side of Father Redwood.*]

BETTY—Oh, dear, dear trees, how could we have been so wicked as to wish you gone, even if we were sleepy and cross and tired of learning long tree names.

PETER—Why, all you trees, we never knew before how splendid you are—how beautiful, how good and faithful, how friendly too! And, best of all, how much you need us and how much we need you all!

TREES [*in chorus*]—Our thanks, dear children, Arbor Day again means much to us!

REDWOOD—Dear Luther Burbank, who had faith in little children, would rejoice, if he were here!

OAK—Be seated here again, dear friends. We trees will sing to you a song that paints a picture dear to every heart that beats in this wide state. [BETTY *and* PETER *seat themselves again on the bench, and as the trees sing "California the Beautiful," gradually they assume the attitude of sleep. The trees steal softly off the stage still singing. Lights dim. Betty awakes first, rubs her eyes and stares around her.*]

BETTY—Peter, Peter, they're gone, the lovely trees!

PETER—Oh, no, they're not. They've come to stay with us, every one of them, for all our lives. Betty, it must be splendid to be a tree!

[CURTAIN]

THE BEVERLY HILLS CITY SCHOOLS, under Superintendent E. J. Hummel, last November voted a bond issue of $400,000 for the rehabilitation of the Beverly Hills high-school plant acquired from the Los Angeles City High-School District July 1 last, when the high school became a part of the city system of schools. The improvements will be made within the present walls of the plant. Internal improvements include the adding of a balcony in the auditorium, the enlarging of the science laboratories, and the relocating of the library. This rehabilitation work will necessitate the use of bungalows through perhaps the first two months of the fall term. The Beverly Hills High School, under the principalship of A. A. Bowhay, now enrolls some 1600 pupils—250 more than anticipated by school authorities at the beginning of the school year. Of these are 150 Los Angeles children being cared for under contract with the Los Angeles High-School District. All of these students will be graduated by the end of this school year. Superintendent Hummel is now quartered in his new offices on the sixth floor of the new Beverly Hills City Hall. The fifth floor of the City Hall is being used exclusively by the business department of the city schools.

ARBOR DAY IN OUR SCHOOLS

BY ALICE HAND

"A PEOPLE WITHOUT CHILDREN would face a helpless future; a country without trees is almost as helpless; forests which are so used that they cannot renew themselves will soon vanish, and with them all their benefits. When you help to preserve our trees, or plant new ones, you are acting the part of good citizens."—*Theodore Roosevelt.*

ARBOR DAY, or Conservation Day, as it is known to Californians, officially celebrated in this state on March 7, to honor Burbank, lover supreme of birds, flowers, plants, and trees whose birth date it is. For the children, it might be well to substitute for the word "conservation" the expression "love and protection."

Awaken in children a sense of the miracles of Nature, intimate, personal, thrilling; create in them a desire to study the habits and characteristics of the birds and trees and flowers about them, and, above all, to protect and champion them. This done, Arbor Day has come to the school to stay all year!

POINTS TO STRESS IN ARBOR DAY TEACHINGS

I. Make Luther Burbank a friend to every child; his personal wisdom, his lovable character, the miracles he performed—all will repay study.

II. Select ten local wild flowers, ten birds, ten trees, for intensive classroom study, with impromptu dramatizations kept well to the fore. Especially study trees in general, their varieties, structure, differing characteristics, value to man, etc. [Write to the State Department of Education for Bulletins 2G and 19 for Conservation Day source material; "The Trees of California," by W. L. Jepson, Cunningham, Curtis & Welch, contains excellent material for such a study.]

III. Clean up your school grounds for Arbor Day, then do something definitely beautifying. Suggestions for landscape gardening: First, make a definite plan; grounds should be well planted at the sides, open in the interior; observe mass planting, heavy border massing in particular; conceal outhouses behind trees and shrubbery; plant hardy shrubs in corners; plant trees along the fences, but leave openings whenever the view justifies it; select the hardy trees and shrubs common to your vicinity; vines can be used with excellent effect; if you have a lawn, plant flowers, hollyhocks, for instance, in its center, not around its border. Above everything, plant and plant, and keep on planting!

IV. Endow conservation plans with a true crusade spirit, using slogans against destructiveness and telling appeals to carefulness.

V. If possible, go on a tour of observation to an infant fruit-tree nursery, or fish hatchery, or a public park or zoo.

DRAPER'S TEN COMMANDMENTS FOR PLANTING A TREE.

1. Do not allow roots before planting to be exposed to hot sun, drying winds, frost.
2. Prune with sharp, clean cut any broken or injured roots.
3. Have hole large enough to admit all roots without cramping.
4. Plant in fine loam enriched with thoroughly decomposed manure.
5. Do not allow any green, unfermented manure to come in contact with roots.
6. Spread out roots in their natural position against earth bed, and gently work fine loam among them, compacting carefully.
7. Do not plant too deep, but let upper roots be set an inch lower than before transplanting.
8. Remove all broken branches, and cut back at least one-half of the previous year's growth of wood, if tree is deciduous.
9. If the season lacks the usual rainfall, water thoroughly once a week, filling circle ditch about roots gently and slowly.
10. After-culture: Keep soil in good degree of fertility. Mulching the trees in autumn with manure is beneficial.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

A book of contrasts: The last of January and the first of February—snow, blizzards, zero weather from the Rocky Mountains to the Atlantic—California bountiful rains—Southern California the first real rainstorm of the season—Poinsettas from San Diego to Santa Barbara—Ventura and Anaheim with poinsettas roof high and flowers more than a foot across—Acacia in flower from Hillsborough six hundred miles south to the Mexican border—Almond blossoms white and the first peach trees in pink bloom—Along the creeks the willow trees showing pussy willows—The hills on the ranchos up from Santa Barbara a sea of green grass, with Herefords grazing—The sea from Santa Monica along the coast road through Malibu to Oxnard a level of green glass—Neon lights of San Francisco Chinatown—The Coit Tower, San Francisco, a blaze of white light and a full moon behind it over San Francisco Bay—The construction operations of the San Francisco–Oakland Bay Bridge an ever new constant wonder to the passengers of the scurrying ferry boats.

The St. Louis meeting of the department of superintendence of the N. E. A. that opens February 22 in the new St. Louis Municipal Auditorium will be attended by an exceedingly large number of Western educators.

The recent resignation of Doctor Edwin A. Lee, Superintendent of the San Francisco city schools, that is to take effect July 1 next, in order that Doctor Lee may accept a position with the Carnegie Foundation in New York, created a stir in Western educational circles. The success of his work in San Francisco was such that his leaving is the cause of much regret.

The upswing of business in Southern California is much in evidence. Schools are again becoming overcrowded all over the southland. The construction of new homes in suburban Los Angeles is going on at a pace that is almost of boom proportions. Beverly Hills, Westwood, Burbank, Glendale, and other towns in the Los Angeles metropolitan area are now tremendously alive with newcomers and new building projects.

Even in the San Francisco region there is a population school growth. In San Francisco, in spite of several millions spent in recent years for new construction, some schools are still overcrowded. The San Francisco Polytechnic High School, built to accommodate 1300 students, now enrolls over 2800 pupils.

Robert L. Bird, Superintendent of the San Luis Obispo County schools, a year ago last January appointed Alvin E. Rhodes director of curriculum and rural supervisor of the San Luis Obispo County schools. Mr. Rhodes came to this position from the principalship of the Farallone School, Santa Maria, where he had been for three and a half years previously. Mr. Rhodes is a graduate of the San Jose State Teachers' College and is doing graduate work at Stanford University towards a master's degree in education. In his work this year Mr. Rhodes is emphasizing the laying of groundwork for a progressive type of education. The purpose is to develop progressive attitudes in the county in order to take full advantage of the progressive educational program as advocated by the California State Department of Education. These matters are being brought to the attention of the teachers of the county by the publishing of a new handbook guide to course of study monographs, which will also give information as to the setup of the program and the policy of procedure.

J. H. Bradley, Superintendent of the Modesto city schools, is having a great improvement made in the rearrangement of the city school offices. An interesting fact in regard to the project is that the work is being done by high-school classes in carpentry, electricity, and metal work under the supervision of high-school instructors. The only hired work was that for plastering. PWA projects now include two grammar-school classrooms with activity alcoves designed to fit an activity program. During the second semester new construction planned is for shower-rooms at both the departmental school and the high school. A junior college library is also being considered. The educational program now in operation is based upon a newly rewritten course of study and new plans for classroom procedures. The emphasis in the Modesto schools under Superintendent Bradley is upon a coöperative democracy built up through child learning activities.

The Hughson grammar schools, under District Superintendent A. D. Schneider, are increasing greatly in attendance. This year the system had the largest first grade of the past eight years. A physical improvement of the school property this year was the installing of a new steam plant at a cost of around $6000. The cost of this project was covered by a special building tax levy of the past two years. The school previously had been heated by electricity. With the new steam plant the cost of heating has been reduced to a fourth of that by electricity.

The Visalia city schools, under Superintendent De Witt Montgomery, have now a fleet of fifteen busses. The cost of transportation per pupil is about $9.

The Arcadia grammar schools, under District Superintendent Elmer E. Westerhouse, have the greatest enrollment in the school's history, a 25 per cent increase over last year. If the increase continues, a new building program is a problem of the immediate future.

The Ventura City Board of Education is calling for bids for the new $70,000 junior high-school building. Superintendent E. L. Van Dellen expects the building to be ready for occupancy next September. The old building has already been razed by PWA labor and the ground made ready for the new structure. At the present time the Ventura Junior High School is running on half-day sessions—the seventh and eighth grades in the morning and the ninth and tenth grades in the afternoon.

With the Coronado grammar school enrolling 100 more pupils than last term, District Superintendent Fred A. Boyer and his Board of Education are considering the building of four new rooms, to be ready for use next semester. Stress is being laid this year upon sight conservation. Two teachers are each devoting a third of a day to remedial reading with those pupils who have been retarded because of poor vision. Use is being made of the Betts stero-ophthalmic telebinocular. Superintendent Boyer is continuing, as for the past five years, his promotion of pupils in his primary unit by ability groups. The teaching body is now working upon a course of study of essay type, in which each teacher describes what she hopes to accomplish in her grade. The teachers are coöperating in this work along the lines of thought of the suggested state course of study for California. The library continues to be a vital factor in the Coronado School program. This work is under the direction of Miss Frieda Franz, librarian.

The Santa Monica city schools, under Doctor Percy R. Davis, are in the midst of a huge reconstruction program, with fifteen hundred men working. Last November a $290,000 bond issue was voted for reconstruction purposes, and with $1,250,000 worth of WPA funds available the work is now being rushed. Seven old buildings are being reconstructed at the

present time. All of these, with the exception of one elementary building and the high school, are planned to be finished by July 1 of this year. The two buildings mentioned are expected to be ready for occupancy a year from date. In addition to the buildings now under construction, last year two new buildings were erected. They were the John Adams Junior High School and the Grant Elementary School. These schools were built from funds derived from the building tax and WPA labor.

DOCTOR R. R. ABERNETHY has recently been elected to the superintendency of the Harrisburg, Pa., schools, filling the vacancy caused by the death of former Superintendent M. H. Thomas. While Superintendent at Lebanon, Pa., Doctor Abernethy made himself known as a most capable educator and administrator.

CONFERENCE WITH BAY SECTION, C. E. S. P. A.

THE BAY SECTION of the California Elementary School Principals' Association met on Saturday, February 15, at the Fairmont Hotel in San Francisco, in conjunction with district superintendents and the State Department of Education. Approximately 250 people were present at the morning session and 160 attended the luncheon.

Miss Helen Heffernan, chief, Division of Elementary Education and Rural Schools, presided at the morning session. The first subject on the program was "What Constitutes a Good Reading Program." Leo B. Baisden, assistant superintendent of schools, Sacramento, opened the discussion with a stimulating talk in which he presented numerous challenging questions. The resulting panel discussion brought out many sides of each question. Mr. Baisden laid great stress upon the establishment of the elementary school library. He stated that one of the most urgent jobs of the elementary school principal is to develop a good library and see that it is made *available for use*. He said that it is also the work of the principals to find ways and means to increase the library fund. The point was also made that when children leave the primary grades the emphasis should be shifted from the use of sets of readers to library procedures.

The problem of reading readiness and the question of securing the coöperation of parents when beginning reading is to be delayed was discussed at length. Doctor Bell of Stanford suggested anatomical and physiological examinations to help determine reading readiness. He stated that reading readiness does not depend upon mental age alone. Miss Heffernan made the practical suggestion that, instead of waiting until difficulties arise with parents over this point, the situation be faced before it happens and that parents whose children are to enter the first grade the following term be invited to meet with the primary teacher and the principal and discuss the modern curriculum, and particularly reading and reading readiness.

The panel members in this discussion were: Reginald Bell, assistant professor, School of Education, Stanford University; Margaret V. Girdner, librarian, Galileo High School, San Francisco; Hermine Henze, librarian, Frederic Burk School, San Francisco State College; A. C. Kleemeyer, district superintendent, South San Francisco; Eva M. Ott, principal, Edison School, Oakland; Robert M. Reid, district superintendent, Hayward; Ethel W. Tudbury, principal, Washington School, Berkeley. It is interesting to note that two of the panel members are librarians.

The second subject was "Trends in Modern Curriculum Development," and was led by Doctor John A. Hockett of the University of California. Doctor Hockett gave a very illuminating presentation of the subject. Several principals and district superintendents remarked that they had jotted down notes which they were taking home for discussion at teachers' meetings.

This second panel was most significant. It seemed apparent that in all schools the modern curriculum is at least under earnest discussion and that in many of them in one phase or another it is finding expression in the classroom. The panel members for this subject were: William S. Briscoe, assistant superintendent Oakland Public Schools; J. M. Bryan, principal, Lincoln School, Alameda; Mrs. Drucie Crase, principal, Piedmont Avenue School, Oakland; Ellen Driscoll, principal, Frank C. Havens School, Piedmont; Sue L. Fratis, principal, Fruitvale School, Oakland; Paul R. Hanna, associate professor, School of Education, Stanford University; A. H. Horrall, assistant superintendent, San Jose City Schools; Mrs. Letha F. Jenkins, principal, Ross School, Ross; Ona E. Ring, principal, primary school, Antioch.

Miss Charlotte Estes, president of the Bay Section, C. E. S. P. A., principal of the West Portal School, San Francisco, presided at the luncheon. Miss Estes, as president this past year, has contributed much to building up the organization and has greatly increased the membership.

Doctor Edwin A. Lee, Superintendent of the San Francisco Schools, presented the greetings of San Francisco to the meeting. The entire group was very happy to hear him say that in leaving California next year he is to be gone only for two years, at the end of which time he expects to return to the University of California.

Doctor Bernice Baxter, supervisor of elementary subjects in the Oakland schools, gave an excellent address, the subject of which was "The On-Going Curriculum." Doctor Baxter is one of the few women to have received a doctor's degree from Yale University. Doctor Baxter was principal of the Highland Elementary School in Oakland and prior to that the Crocker Highlands School. In her talk to the conference she presented with feeling and sympathy the case of the teacher who is quite justly bewildered by the demands of the new curriculum and who needs both guidance and encouragement.

At the business meeting called by Miss Estes, president, the following officers for the Bay Section were elected for the ensuing year: President, Fred Zimmerman, principal, Stonehurst School, Oakland; vice president, Mrs. Ella Butner, Mill Valley; secretary, Warren Natwick, San Mateo; treasurer, Robert Kennedy, Willow Glenn; delegates at large, Charlotte Estes, San Francisco, and Mabel Dye, Alameda.

A number of school people came from a considerable distance to attend the meeting, among them Tillie Munce, supervisor of reading in Fresno County schools; Nell Hamilton of the Fresno State College, and Homer F. Aker, district superintendent of Red Bluff. Two State Board of Education members were present—Alice Rose Power of San Francisco and Alice H. Dougherty of Oakland. Miss Pansy Abbott, County Superintendent of San Mateo County, attended, and San Mateo County principals and district superintendents were well represented. Doctor Lester D. Henderson, Superintendent of the Burlingame Schools, attended both the morning session and the luncheon, as did also George Hall, district superintendent at San Bruno.

Alameda and Berkeley were represented, both on the panel and in attendance; Vallejo, Contra Costa County, Marin County, Santa Clara County, and San Jose all had representatives present, with Oakland and San Francisco in the lead in numbers. San Francisco had more than fifty members at the luncheon.

J. W. Fricke & Company

SCHOOL FURNITURE

BLACKBOARDS

PLAYGROUND EQUIPMENT

Phone SUtter 8854

420 Market Street

San Francisco

SAN FRANCISCO ELEMENTARY PRINCIPALS

The San Francisco elementary principals, under the able leadership of Miss Bertha E. Roberts, deputy superintendent in charge of elementary schools, have for a number of years been organized into study groups. These groups have recently undertaken such studies as: (1) "Budgeting the Principal's Time," (2) "The Unadjusted Child," (3) "Standards of Promotion," (4) "Home, School, and Community Relations," (5) "The Exceptional Child," (6) "The School and Board of Health Relations."

Three of these reports have been completed and printed. One of them, "Home, School, and County Relations," is attracting attention and receiving wide recognition. It has received high consideration from no less an authority in the elementary field than Doctor Paul Hanna.

Another of these completed reports, "The School and Board of Health Relations," is considered by Doctor J. C. Geiger, director of the San Francisco Board of Health, to be such an excellent piece of work that he is sending copies out to all school nurses in San Francisco. County health nurses and health departments will find it a very pertinent and helpful publication.

"The Exceptional Child" and "The Unadjusted Child" are two studies that are under consideration at the present time. This group of reports is a fine piece of educational work, and will make a distinct contribution to the fields which they cover.

Upon the formation of the C. E. S. P. A. many San Francisco principals became members. Miss Roberts, who is herself a member, is a staunch supporter of the organization. Miss Charlotte Estes, principal of the West Portal School, is president of the Bay Section this year and is a most enthusiastic worker. She reports that at the present time over 92 per cent of the San Francisco principals are members of this organization.

Miss Roberts is to attend the National Association of Education convention for superintendents and administrators in St. Louis as a delegate from San Francisco. She will also represent the elementary principals and the classroom teachers.

C. J. Appling, principal of the Madison School, Fresno, was recently appointed by the Fresno County Board of Supervisors to the Fresno County Board of Education. He replaced C. L. Walton, principal of the Caruthers Union High School, who for a long period of years has been a prominent member of the Fresno County Board of Education.

THE SPRING OF 1936

[*Continued From Page One*]

meeting to be held in San Francisco, April 11. This also will be the annual meeting of the California Teachers' Association. The association is offering an unusual service to its members and to the profession through these new undertakings.

6. *Pacific Arts Association.*

The Pacific Arts Association, which is rapidly becoming the organization through which teachers in our schools establish contact with all things that are fine in art, will hold its convention April 5, 6, 7, and 8 in San Diego. With creative expression more and more serving as the basis for the development of individual talent and the discovery of genius in children, it is noteworthy that the teachers of the public schools take such an active part in as important an organization in the cultural life of our state as is the Pacific Arts Association.

7. *The California Congress of Parents and Teachers.*

The California Congress of Parents and Teachers plan their annual convention for April 27 to May 1, inclusive, to be held in San Jose. This organization, such a bulwark of support for public education in California, becomes the principal agency through which the schools and their services are interpreted to parents.

The annual program for the conference is arranged to give consideration to important phases of educational activity and

to the services which lay leadership can render for increasing advantage to the child. The California Congress always welcomes representatives of our profession, many of whom participate actively in the programs of the conference.

8. *Public Schools Week.*

Public Schools Week for 1936 will be held the fourth week in April, from April 27 to May 2. Outstanding programs of community participation and interpretation of the schools to citizens are presented each spring. The State Department of Education has prepared a series of bulletins offering suggestions in connection with proper activities to be carried on during Public Schools Week. This bulletin is available upon request.

8. *Long Term Planning in Vocational Education.*

From throughout the state an invited group will be in attendance Friday and Saturday, April 18 and 19, at Fresno, Hotel Californian headquarters, for the purpose of giving particular consideration to the problems which are involved in long-term planning for the future of vocational education. In addition to those who will come as representatives and who will be invited to be present, others who desire to participate will be welcomed.

9. *California Conference on Social Work.*

This annual conference, which is coming to have many aspects which are of such importance that educators cannot afford to miss them, is to be held in the city of Los Angeles, April 19 to 23. Social service and education find that as joint activities, their responsibilities properly assumed, eliminate overlapping of cost and service and as well permit of more satisfactory treatment of individual cases. The educational aspects of this 1936 conference are of great significance. It is anticipated that educators as well as social workers from all parts of the state will actively participate in the Los Angeles sessions.

10. *Public Schools Business Officials Association.*

The schools of the State of California are very much dependent upon the activities of public school business officials. This association, which has been in existence a number of years, annually meets in conference. The 1936 conference is to be held in the city of Fresno, March 19 to 21. Instruction in our schools and the efficiency of teaching are dependent very definitely upon the services rendered by business officials. More and more these officials are coming to be part of our profession. All of their activities definitely bear upon important phases of public education.

11. *County Superintendents.*

Through a program of regional meetings county superintendents throughout the state are conferring three times each year with staff members of the State Department of Education. Principal items of consideration at these meetings are: interpretations of legislation, reviews of practice in the administration of the office of the county superintendent, and reports of educational activities carried on in county school systems. All county superintendents are in attendance at one or more of these conference sessions which are called at stated times convenient for the groups.

12. *State Board of Education.*

The regular quarterly meeting of the California State Board of Education is to be held in Riverside in April, the dates to be designated later. The spring meeting of the State Board of Education is of exceeding importance, for it is at that time that matters of policy for the following school year are determined.

13. *Business Education.*

The annual conference of business educators is to be held in Fresno, April 4, with headquarters at Hotel California. Items of particular concern to be given consideration at this meeting will be consumer education and improvement of teachers in service.

14. *National Education Association.*

California educators are especially interested in the forthcoming meeting of the National Education Association which will be held in the city of Portland, Ore., June 27 to July 4. An unusually fine professional program is being planned. President Agnes Samuelson is visiting throughout the West as a basis for the preparation of sessions which will be of particular interest to teachers of this area who will find it convenient and worth while to attend the sessions this year. It is anticipated that the largest delegation which has come from California to any summer meeting of the National Education Association will be in attendance. This also furnishes opportunity for me to encourage membership in the National Education Association. California has much to do for the National Education Association, and no teacher in the United States can profit more by participation in the advanced professional activities which the National Education Association is now sponsoring than can California teachers.

OAKLAND BOOK EXHIBIT

THE BIENNIAL BOOK EXHIBIT was held in Oakland January 13 to 19, inclusive, in Hunter Hall, at the Administration Building. A generous amount of table space was furnished for each company and excellent exhibits resulted. Special days were arranged for different portions of the city, but many teachers and those who were in charge of book committees came several afternoons, making careful lists of books for further study. Representatives were with almost every exhibit. Doctor E. W. Jacobsen, Superintendent, and William Briscoe, his assistant in charge of instruction, believe in the importance of the schoolbook and its presentation to the teacher.

An excellent circulating library of sample texts is maintained under the direction of Mrs. Elizabeth Syle Madison, librarian. In addition, this biennial exhibit makes possible contact with large numbers of new books at a time when lists are to be made.

Oakland School Book Exhibit.

The Western Journal of Education

HARR WAGNER, EDITOR

OFFICIAL DEPARTMENT — Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

Sacramento City Free Library

By MISS GRACE R. TAYLOR, *Librarian*

The year 1850 stands out in California history as the year of our state's admission to the Union. During the first six months of that year, 42,000 emigrants and some 9000 wagons passed Fort Laramie, in Nebraska Territory, bound for the California gold fields. At Sacramento was a supply base for those gold fields. The city was at that time a clearing-house for all kinds and types of people. Yet between the excitement of the gold fields, squatter riots, and the admission of California to the Union the citizens of Sacramento found time to think of other things.

The first record to be found of the organization of a library in Sacramento is from the *Alta*, a newspaper, June 26, 1850. It says "A meeting was held Friday evening, June 21, of persons desirous of forming the Mercantile Library Association." About the first of August, a private library of more than 300 volumes was donated to the association. This mercantile library flourished until the fire of 1852, which destroyed all the books and other effects of the library. From this calamity the association never recovered.

Library interests seemed to lag for several years, and it was not until 1857 that leading citizens of the town took charge of the matter. On October 8 of that year a group of prominent residents and business firms called a meeting at Pioneer Hall of all citizens favorable to the establishment of a library association. A constitution was drawn, based on that of the Mercantile Library Association of San Francisco. It states that "the association was incorporated for the establishment of a library and reading-room, the collection of scientific purposes." Among the life members and prominent in the forming of the organization were Collis P. Huntington, Mark Hopkins, Leland Stanford, Charles Crocker, and many another well-known figure connected with California history.

The association was incorporated with a capital stock of $25,000—shares being worth $25 each. At that time membership was obtained by the payment of $5 as an initiation fee and the further payment of $2.50 quarterly. Any person could become a life member by the payment of $100.

The capital stock was to be invested in the purchase of books, the fitting up of library rooms, and later a lot was to be purchased with the idea of erecting a building.

Officers and directors were appointed; John W. Winans, a prominent attorney, was elected president and S. B. Freeland was named librarian. One of the duties of the librarian was to convas the city for new members.

Quarters were secured in Tukey's Building, corner of J and Fifth streets. Books were received by purchase and by donation. On November 8, 1857, the *Alta* reported that "the Sacramento library was thrown open on Friday evening last." It contained 800 volumes and the association had $2500 to purchase more.

The original registry and record of the association, written in ornate Spencerian handwriting, states that a year after the library was founded 150 books were issued a week to the members and that about forty people visited the library rooms daily. According to the librarian, the reason for the small number of patrons was the "want of a carpet, which makes it very annoying to those who are reading. If the floor was carpeted," he adds confidently, "it would increase attendance very much."

The library, of course, had pecuniary difficulties from its inception, with the result that many and devious were the ways of raising money aside from that obtained from membership fees and quarterly dues. In 1867 a "Grand Calico Party" was held in Agricultural Hall for the benefit of the library association. A gentleman and a lady were admitted on a ticket for $2. "A band of twelve pieces will be in attendance," reads the advertisement for the "Grand Party" in the Sacramento *Union* of that date. Another time a "Grand Concert" was given by the Pioneer and Library Association at the Metropolitan Theater, and this time the charge was $2.50 each (coin).

In 1872 the association purchased a lot on I Street between Seventh and Eighth streets, and erected and furnished a building at the total cost of about $17,000. Of this amount, $11,000 was raised by subscription and $6000 borrowed on a mortgage. The books were removed from the old rooms to the new building September 1, 1873. The library was then in a prosperous condition. There were 260 memberships, the circulation was 4234, and the receipts $6000.

The library opened under favorable auspices, but its existence was not as prosperous as had been expected or desired. In February, 1879, its patronage had diminished to such a degree that the association felt it could no longer meet its expenses, and as the mortgage was about to be foreclosed the directors offered to donate the property to the city, to be maintained as a free library, if the city would assume the debt.

There was some opposition to the city taking over the responsibility of the library. Strange as it appears to us today, the workingmen of the city were against the suggestion. They felt it would increase the tax burden. Most of the articles appearing at the time in the newspapers tried to point out to the workers the advantages the library offered the children of the poor. However, one journalist warned the citizens that the expense incurred by the city in order to bring the library to its proper condition would be quite large. He claimed two-thirds of the collection consisted of the worst kind of trash in the shape of sensational fiction and that no effort had been made to promote the study of the higher forms of literature. Nevertheless, when the questioin was submitted to the voters of the city at the elections the following March, it was carried in the affirmative by a large majority. The property, real and personal, was transferred to the city March 31, 1879.

In June of that year, with fitting ceremonies, the library was opened to the public as a free library with 6067 volumes on the shelf. Judge S. C. Denson, president of the library board, in making his address the night of the opening, stated "As to the

The greatest music program ever presented

THE WORLD OF MUSIC

Vocal and instrumental courses for the musical growth of boys and girls in all the major musical activities of school from kindergarten through junior high school.

A series with 10 distinguished editors . . . a series combining superb music with superior instruction.

For more information write to

GINN AND COMPANY
45 Second Street, San Francisco

ABOUT SECOND-YEAR TYPING

We recognize that teachers have honest differences of opinion about the approach in teaching first-year typing. It is this difference of opinion that accounts for the wide variety of texts adopted for first-year classes.

Whatever your choice as to the first-year text, you can use GREGG TYPING, Book II, with most satisfactory results in the second year of typing. The authors have seen to it that this advanced cycle of typing—training on the professional level—closely parallels the needs that will be met later. GREGG TYPING, Book II, provides a definite budget of work for each of the thirty-six weeks of school.

The first part of the book is devoted to developing added skill—speed and accuracy in typing such material as business correspondence, manuscripts, tabulation, and legal and business documents. For use along with budgets of this first part of the book, there is provided a progressive set of business and legal forms, correlated with the book and furnished free, upon request, with each book purchased.

The second half of this practical text provides for the student a series of sixteen jobs, cross-sections of practical office work. Each job or budget is a week of work on a one-period-a-day basis. This feature gives the student pre-job experience in the typing work of a variety of offices.

GREGG TYPING, TECHNIQUES AND PROJECTS, Book II,

by SoRelle and Smith,

exemplifies advanced typing materials at their best.

LIST PRICE, $1.20.

Send to our nearest office for a sample copy.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco
Boston Toronto London Sydney

system of cataloging, it will be found that a new plan has been fixed upon. One which is so novel that the inventor, one of the directors, W. C. Fitch, will receive a patent therefor. It may seem, as it did to the directors at first, an easy thing to do to catalogue the library, but on the contrary it is a work of the utmost nicety and greatest difficulty, and has engaged the attentioin of the best minds for years. A system had to be adopted by which hundreds of people can with rapidity and ease fix on exactly the volume they want and enable the librarian to get it with the least possible loss of time."

Fourteen years later in 1893, this special system of cataloging won for Mr. Fitch at the Columbian Exposition in Chicago a special diploma as being the "best catalog system in use in this country."

A report six months after the opening of the free library showed that 17,516 books had been drawn and that there were 1785 patrons and an average daily attendance of about 100. The library was open from 10 A. M. to 3 P. M. A 25-cent fine was charged for over-due books.

The library at that time was supported by public tax and was under the control of a board of trustees, who for a number of years were elected by the people, but later were appointed by the mayor of the city.

On June 14, 1900, Miss Caroline G. Hancock, who had served as librarian since the opening of the library to the public in 1879, resigned and Lauren W. Ripley was appointed librarian to take her place. He served in that capacity for the following twenty-one years.

Due to the encouragement of James L. Gillis, state librarian, the city library in October of 1908, under agreement with the county board of supervisors, extended the library privileges to all the residents of Sacramento County, being the first library in the state to undertake the county library work. The county paid the city $300 a month for the use of the books.

On September 18, 1919, the supervisors of Sacramento established a county library and since that time the city library has served only the residents of the city of Sacramento.

Under a new city charter, which took effect July 1, 1912, the management of the library was placed in the hands of the librarian, subject to the supervision of the Commissioner of Education.

During this period a new library building was badly needed, and finally in May of 1913 the Veteran Knights of Pythias interested themselves in the matter of obtaining from the Carnegie Corporation the gift of a building for the city library, and as a result of their efforts were notified in 1914 that the Carnegie Corporatioin of New York would be glad to give $100,000 for a library building subject to the usual conditions—a site for the building and an allowance not less than 10% of the amount given. The city commission raised $30,000 and Loring P. Rixford of San Francisco was chosen architect in competition for the new building. In 1918 the moving of the books was completed and the new library was opened to the public with an informal reception in October of that year.

The city of Sacramento again changed its form of government, and in 1921 under a new charter adopted the city manager plan. At that time Miss Susan T. Smith was appointed librarian and served in that capacity until September, 1928. W. F. Purnell was librarian from 1928 until his death in April, 1933, at which time the present librarian was appointed.

Since 1921 there has been no board of trustees and the librarian has worked directly under the city manager. While the library has grown in size and usefulness, its financial progress has been slow. However, a substantial increase in its budget this year makes the future appear brighter than the past.

At the present date the library staff numbers thirty-three, twelve of whom are trained. Our budget for 1936 is $61,908—the largest in the history of the library. Our greatest book circulation, 524,323, was in 1933. The final count for the present inventory has not been finished, but the count in 1934 was 165,015 volumes.

Besides the two regular branches, the library has a juvenile branch in the Japanese district of the city; it has deposit stations in two large hospitals, and does a considerable amount of extension work with the book sections of many women's clubs.

Large government relief projects under CWA, SERA, WPA, and NYA have been in progress almost consistently since their inception in 1933. Over one hundred different people have been employed in the library on these projects since December, 1933. The most important works done by these people are perhaps the painting of the library interior from basement to attic, the book-mending projects, the two inventories (one in 1834 and one just being finished), and the present project of indexing a local newspaper, the Sacramento *Bee,* for all Sacramento material.

MODERN LANGUAGE SERVICE BUREAU

IN THE SPRING of 1935 the Modern Language Association of Northern California sent a questionnaire to over six hundred language teachers in Northern California concerning the desirability of a service bureau for teachers. According to the favorable response received from the questionnaire, a committee was appointed by Mrs. Bickford, the president, to establish such a bureau. After considerable hard and diligent labor, with the active coöperation of the individual language associations, the committee is glad to announce that the service bureau is now functioning and ready to serve all teachers of foreign languages who wish to avail themselves of the opportunity.

Among the uses of the bureau are: To furnish addresses for obtaining all sorts of realia; to provide mimeographed bibliographies of plays for presentation, popular books on foreign countries, and the words of foreign songs; to assist in answering questions on any phase of teaching languages; to lend sets of pictures of foreign lands for class use, etc.; the ideal is to enlarge constantly the scope of the services rendered with the assistance of the interested teachers. Each request for information or material must be accompanied by return postage. The headquarters of the bureau are at present in R. 104, Mission High School, San Francisco. Teachers are invited to come Saturday mornings and look over the complete collection of texts, teaching aids, realia, etc., which is on display. If you cannot come in person, write to headquarters.

UNDERTAKE not what you cannot perform; but be careful to keep your promise.

BOOK REVIEWS

The American People and Nation, by Rolla M. Tryon, Charles R. Lingley and Frances Morehouse. Ginn & Co. Revised edition. 638 pages. Price, $1.72.

This book contains four beautiful full-page pictures in color, complete map equipment (including a series of progressive double-page maps in color), and simple graphs. The text is simple and vivid, representing the latest developments in the teaching of American history in the upper elementary and junior high school grades.

The Next Hundred Years, The Unfinished Business of Science, by C. C. Furnas, Associate Professor of Chemical Engineering, Yale University. The Williams & Wilkins Co., Baltimore. Price, $3.

This book is a provocative survey of the fields of scientific endeavor, concerning itself not so much with what science has done as with what it hopes to do. Each of the principal branches of scientific activity are taken up in turn and the most serious shortcomings of present-day accomplishments are discussed. Biology, chemistry, and physics are each examined with a candor and wit which are amusing and entertaining to the reader. This book is at once a criticism of the unsatisfactory world in which we live and a wholly delightful view of the things to come.

Gregg Publications

The Teaching of Gregg Shorthand by the Functional Method, by Louis A. Leslie. Price, $1.20.

This book contains—(1) the first full explanation of the pedagogical concepts underlying the functional method; (2) the first complete description of the teaching techniques and devices of the functional method; (3) a list of nine points of difference between the traditional method and the functional method, with a discussion of each; (4) all the timed lesson plans given in the mimeographed edition, with some corrections and revisions; (5) additional suggestions for the use of the lesson plans; (6) the high-school course of study, dividing the work into 113 forty-minute periods, with 113 forty-minute home-work assignments.

Applied Secretarial Practice, by Rupert P. SoRelle and John Robert Gregg. Price, $1.40.

It is significant that commercial educators have been among the pioneers in the integration of knowledges and skills within sensible and workable limits. One of the outstanding commercial educators, Albert E. Bullock, in charge of commercial education in Los Angeles, makes the following comment in an article that appeared in the June, 1935, issue of *The Business Education World:* "Office practice is an excellent example of a fusion course—shorthand, typing, art (in stencil making), English composition, vocabulary building, good manners, coöperation with others, and the character training that comes from taking infinite pains and seeing things through."

Laboratory Materials—Applied Secretarial Practice. Price, 60 cents.

This laboratory pad contains well-chosen and typical business forms of many varieties. It is a vital aid in carrying the student to a concrete and definite grasp of office forms and functions with which the modern secretary must be familiar. A set of model forms, filled in, followed by a supply of blank letterheads, invoices, order forms, legal documents and other essential forms, these represent a cross-section of a large part of the secretary's daily work.

Essentials of Commercial Law, by Wallace Hugh Whigam, Lloyd L. Jones, and James William Moody. Revised edition. Price, $1.40.

This is a text with plus values. It meets the needs of an age that is social-value conscious. It develops an understanding of the essential laws that affect everyone's business and social life. Written by an experienced lawyer, to insure that it is good law; a teacher, to make it teachable, and a social-science authority, to bring out the social values of the subject. The text brings the interpretation of commercial law right up to 1935, which is important because of the great amount of new legislation in recent years.

Intensive Bookkeeping and Accounting, by Edwin H. Fearon. Price, $1.80.

This book has a very artistic cover, with pages of clear, large, and well-margined type. 422 pages. Price, $1.80.

This book is in full harmony with the recent trend towards shorter courses in high-school bookkeeping. For clarity of plan and ease with which it can be presented by the teacher, "Intensive Bookkeeping and Accounting" is an excellent text. Each of the thirty-one short lessons in the first semester is a complete and balanced unit. The successive units bring in both review and new principles, produce more individual discussion, a better understanding of the effect of each transaction on assets, liabilities, and proprietorship.

Essentials of Business Mathematics, Principles, and Practice, by R. Robert Rosenberg. Intensive Course. Price, $1.20.

Ninety well-balanced units. Comprehensive, this text provides practice on all the important topics of fundamental arithmetic and the arithmetic of business. At the end of each chapter are several timed drills covering each phase of each topic. To be used for one semester of high school or for a brief course in private commercial schools.

Teaching Methods and Testing Materials in Business Mathematics, by R. Robert Rosenberg. Price, $1.20.

This text contains two hundred and sixty-six pages of teaching methods, teaching plans, achievement tests, survey tests, final examination problems, and two hundred classified general review problems and answers. A method book that should be in the hands of every teacher in this field.

The English of Business, by Hubert A. Hagar, Lilian Grissom Wilson, E. Lillian Hutchinson, and Clyde Insley Blanchard. Price, $1, complete edition.

This text presents an intensive and remedial treatment of grammar, a constructive study of authoritative punctuation, and a training in letter writing that preserves individual style and develops creative ability. This new book concentrates on the important; puts first things first. An excellent text.

Office Appliance Exercises, An Overview of Office Work, by John T. A. Ely and A. C. Beaver. Second edition. Price, $1.40.

The teaching plan of this beginning text is simple and is based on the apprentice system of instruction. One pupil at a time receives instruction on each type of office machine. He, in turn, "breaks in" the next pupil before passing on to another machine. The machines taken up in this book are as follows: (1) accounting and record-keeping machines, (2) duplicating machines, (3) name and data-writing machines, (4) miscellaneous labor-saving machines.

The English of Business Work Book, Authors—Hagar, Wilson, Hutchinson, and Blanchard. Price, 40 cents.

This work book of 128 pages, correlated with "The English of Business," plays an important part in the learning. The pages are perforated so they can be detached and handed in or left in the book. Each page carries a space for the name and grade of the student.

CALIFORNIA SCHOOL of ARTS and CRAFTS INCORPORATED

Accredited by the State as a teacher-training institution

SPRING TERM

Opens January 6, 1936

Day Classes—Professional training in advertising art, illustration, costume design, interior decoration, teacher training, and the fine arts. Degree, diploma, and certificate courses.

After School Classes—Art classes at hours convenient for teachers.

Evening Classes—Drawing and crafts for adults busy during the day.

Saturday Classes—Special Saturday morning art classes for grade and high school students.

Write for Catalogue

F. H. MEYER, Director
Broadway at College Avenue
Oakland, California

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery

Main Store — 1120 Market Street, Opposite 7th Street
Branch Store — 825 Market Street, New Commercial Market, Near Fourth Street

Telephone MArket 3303-3304

Specializing in food products for building and maintaining health

Send for Free Catalogue

THE GOLDEN PHEASANT
Powell at Geary

San Francisco's Most Favorably Known Restaurant

NEWER CHILDREN'S BOOKS

SELECTED BY WILHELMINA HARPER

FOR OLDER BOYS AND GIRLS

RUNNER OF THE TRAIL, by Maribelle Cormack. Appleton. Price, $2. How a quick-witted American girl solves a baffling mystery of the Canadian woods. High school and older.

THE PONY EXPRESS GOES THROUGH, by Howard R. Briggs. Stokes. Price, $2.50. Days of the Pony Express graphically pictured in the words of the heroes of the times. Grade 8 and high school.

LONA OF HOLLYBUSH CREEK, by Genevieve Fox. Little. Price, $2. Appealing story of a Kentucky mountain girl who struggles through to success and happiness. Grade 8 and high school.

YOUTH'S CAPTAIN, by Hildegarde Hawthorne. Longmans. Price, $2. The story of Ralph Waldo Emerson very ably and interestingly told. Grade 8 and high school.

AUTOMOBILES FROM START TO FINISH, by Franklin M. Reck. Crowell. Price, $2. The many fine photographs in this book add much to its usefulness and value. Grades 6–8 and high school.

UNCHARTED WAYS, by Caroline D. Snedeker. Doubleday. Price, $2. Splendid account of the life and adventures of a brave Quaker girl during the days of early New England. Grade 8 and high school.

MADAGASCAR JACK, by Eduard A. Stackpole. Morrow. Price, $2. The thrilling adventures that befell a 13 year-old boy on a whaling ship. Grade 8 and high school.

DRUMS OF MONMOUTH, by Emma G. Sterne. Dodd. Price, $2.50. Absorbing story of Revolutionary times and of the heroism of young Philip Freneau. High school and older.

THE PRIZE SONG, by Henriette Webber. Oxford. Price, $3. This lovely book contains very interesting stories of 15 of the best-known operas. Grades 7–8 and high school.

FOR YOUNGER CHILDREN

LUCK OF THE ROLL AND GO, by Ruth and Latrobe Carroll. Macmillan. Price, $1.50. Splendid tale of a kitten stowaway that sailed to the South Pole and back. Grades 3–5 (and all ages).

STREET FAIR, by Marjorie Fischer. Doubleday. Price, $2. Novel and amusing account of the escapades of a brother and sister when they become lost in France. Grades 4–6.

TALES FROM UNCLE REMUS, by Joel C. Harris. Houghton. Price, $1. Very attractive new edition of these popular tales with Milo Winter pictures. Grades 5–7.

GRINDSTONE FARM, by Henry B. Lent. Macmillan. Price, $1.75. All about the interesting life on an up-to-date American farm. Grades 5–7.

ELEPHANTS, by W. W. Robinson. Harper. Price, $1.75. Absorbing story of the elephant with many striking illustrations. Grades 5–6.

MR. TIDYPAWS, by Frances C. Sayers. Viking. $1.50. Charmingly told story of the kitten that brought good fortune to the house. Grades 5–6.

HONK THE MOOSE, by Phil Stong. Dodd. Price, $2. Hilarious account of the excitement in a Minnesota town when two small boys find a moose in their stable. Grades 3–4.

DOWNSTREET WITH EDITH, by Hildreth T. Wriston. Doubleday. Price, $1.50. Delightful portrayal of child-life in a New England village of long ago. Grades 4–6.

NAZIMOVA IN "GHOSTS"

ONE OF THE MOST sensational successes in theatrical annals of this generation will be available to playgoers of San Francisco when Mme. Nazimova arrives at the Curran Theater, Monday, February 24, in Henrik Ibsen's masterpiece "Ghosts," which scored such a phenomenal success at the Empire Theater in New York. The play was presented for an engagement limited to two weeks, but the ovation accorded Nazimova on the opening night and the popularity of the play, despite the fact that it was written fifty years ago, made it necessary to extend the run.

An ovation such as is rare in any theater found the audience at the New York premiere cheering and applauding and refusing to leave the theater before the curtain had been raised in tribute twenty-eight times. The manager of the theater admitted that not since Sarah Bernhardt had played there had there been so many curtain calls and so much genuine applause. Critics raved, Brooks Atkinson of the New York *Times* saying "great is a word for sparing use, but there is no other way to characterize a transcendent performance. Nazimova has imparted to 'Ghosts' the aura of inspired acting." William Lyon Phelps declared it to be the best production of "Ghosts" he had ever seen, "incomparably better than Duse in this rôle."

A cast worthy of Mme. Nazimova's brilliant acting has been assembled for the production and continues with her on this coast-to-coast tour. It includes McKay Morris, Harry Ellerbe, Beatrice de Neergaard, and Raymond O'Brien. Stewart Chaney has designed the setting and Mme. Nazimova herself staged the play with a talented touch that made it, as Robert Garland of the New York *World–Telegram* said, "no longer a classic. It is a play, and a four-starred one."

The run at the Curran is limited to two weeks only. There will be five bargain matinees, the regular Wednesday and Saturday matinees and a special matinee on Thursday, March 5.

"The Old Maid," with Judith Anderson and Helen Menken, ends Saturday, February 22.

GOOD OLD Noah Webster has been called "The Schoolmaster of the Republic," and apparently his pedagogical instinct got the better of him in writing the definition of "stove" in his "An American Dictionary of the English Language" (1828), for after defining it as "a small box with an iron pan, used for holding coals to warm the feet," he adds austerely, "It is a bad practice for young persons to accustom themselves to sit with a warm stove under the feet."

MELVIN T. PETERSON, former vice principal of the East Nicolaus High School, became the principal when John B. Thomas left to take the principalship of the Rio Vista High in the fall. Mr. Peterson is taking graduate work at Stanford.

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
PHONE: SUTTER 2980

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions Using Only Court Reporters
Office: 208 CROOKER BUILDING, GARFIELD 1346
Residence: 450 17TH AVENUE, EVERGREEN 1560
SAN FRANCISCO, CALIF.

VENTURA FREE LIBRARY TRUCK

A NEW DEPARTURE in library service has recently been inaugurated by Miss Elizabeth R. Topping of the Ventura County Free Library. The Board of Supervisors have given to the county library both a sedan and a truck to be used exclusively in library work. The use made of the truck is something new in California library work. Miss Topping had the truck equipped with specially built shelves

for books, with space within the body of the car for carriage of both furniture and books. The truck is used as a traveling branch library. The truck has a schedule of places to stop and persons are issued books from the truck's bookshelves. Ventura County has a number of oil camps. At these places the truck arrives at around 6:30 p. m. and issues books to the men. The mileage covered by this truck branch library is around one thousand miles per month. Miss Topping finds this manner of distributing books to country patrons much better than that of small branch libraries in country communities.

WESTERN SCHOOL NEWS

Vierling Kersey, State Superintendent of Public Instruction, called a staff luncheon following the regular monthly staff meeting in January. The particular occasion of this luncheon was Mrs. Mabel Farrington Gifford's return from a world tour. Mrs. Gifford is chief of the Bureau of Correction of Speech Defects and had taken a leave of absence to travel and secure information on similar types of work in England and on the continent.

In her talk she dwelt more particularly upon the Orient and gave an unusually vivid and interesting account of both places and people. We are all more or less familiar with the Great Buddha—but no description that one can read will give the vivid picture that Mrs. Gifford's story presents to the imagination.

District Superintendent R. M. Miano reports a new primary building for Los Banos. Bonds were voted October 31 for $25,000 and carried with 364 votes for and only 9 against them. A grant of $18,000 is to come from the government. Four classrooms and a kindergarten are to be added and a ten-stall modern garage is to be built. The old building now used as a garage is to be removed. It was built before the days of automobiles to house saddle horses and carts. At present six busses are run, transporting about 300 children, elementary and high school combined. The new primary unit releases a room in the main building which will provide space for a larger library than has been possible heretofore. There are about 725 children in the elementary school, including the kindergarten. Mr. Miano is a member of the Merced County Board of Education and very highly thought of in his county. He maintains an excellent school.

Mrs. Portia Moss, County Superintendent of Schools and her rural supervisor, Mrs. Arta Flood, report that the center of interest in Placer County this year is reading. After much pioneer work, the teachers have begun to divide the children into groups based on reading ability regardless of grade level. This grouping can be done most advantageously in rural schools where several grades are in one room. However, in schools divided into two, three, and four rooms they are able to achieve the same ends.

A sample bulletin board is kept in the superintendent's office so that teachers may see new types of bulletin board work. Frequent changes and emphasis upon the value of changes is made. Exhibits of outstanding work in various schools of the county are also maintained at the office.

Mrs. Moss recently talked before a meeting of San Luis Obispo teachers. Her subject was "Hobbies," in which she is a strong believer for both teachers and pupils.

Willard W. Beatty, for the past three years president of the Progressive Education Association, has retired from his position as Superintendent of Schools at Bronxville, N. Y., to be United States Director of Indian Education. Mr. Beatty received his B.S. at the University of California in 1913 and his M.A. in 1921. He was connected with the State Teachers' College of San Francisco for a number of years before going East.

Doctor Paul R. Hanna, associate professor of education at Stanford University, engaged to lecture for the Public Education Society in San Francisco last fall, gave a series of five talks, illuminating and effective in developing the theme of the series, which was called "Living and Learning in Our Modern World."

The following is quoted from items of public interest from proceedings of the State Board of Education, January 15, 16, and 17, 1936: "The board adopted a resolution to the effect that no change in teachers' certification involving the issuance of the life diploma be made, and the Superintendent was directed to encourage publicity in this connection among all teachers' organizations and in publications.

TEACHERS AND VOCATIONAL GUIDANCE COUNSELLORS

are invited to visit our school and confer with us about our mutual problems.

Please note our new location:

SUITE 350
MILLS TOWER
220 BUSH STREET

POST SECRETARIAL SCHOOL
DO 7947

SUPERINTENDENT CRANE'S NEW SCHOOLS

R. L. Crane, Superintendent of the Jefferson School District, is in charge of a school system that is most interesting as to place and location. The district includes the townsites of Colma and Daly City. The district is within the metropolitan area of San Francisco and joins territorily San Francisco, yet it is within the limits of San Mateo County. During recent years the construction of the broad Peninsula Highway through Daly City, and with the completion of the San Francisco–Oakland Bay Bridge, the hope of a rapid transit system down the peninsula through this district is behind an expectation of great growth in this area.

Superintendent Crane has had in mind the growth of the district this past year in carrying out the reconstruction of his school plants. In accordance with state requirements for safety of school structures against earthquake shock, three buildings in the district had to be replaced. A $105,000 bond issue was passed and the federal government gave a grant of 30 per cent of this amount for construction purposes.

This January pupils of the system were moved into three new school plants, the Crocker, Jefferson, and Woodrow Wilson primary schools, buildings admirably constructed for a modern school program. There are twenty-four classrooms in the three buildings. The buildings are of white stucco finish upon steel lathe, mission type in effect, roofed with shake tile. The interior finish of the walls is of soft buff shades. Floors are of hardwood, blackboards are of natural slate, lavoratories are tiled, a visual heat indicator is in all rooms, as well as a master indicator in the principal's office; heat and hot-water furnaces are of the latest type. Each school is to be newly landscaped and each school is to have paved playgrounds.

With the completion of these three new schools Mr. Crane believes his community has received in value more than is ordinarily received for the amount of money spent. With fourteen hundred pupils enrolled in the system, the expectation is for a growth, and the district is prepared for the growth.

Mr. Crane is one of the outstanding educators and leaders in San Mateo County educational circles. He takes a prominent part in American Legion circles and is a member of the Forty and Eight organization.

Quality

SALTED AND UNSALTED NUTS
for Less

Special Prices to P.T.A. and School Gatherings

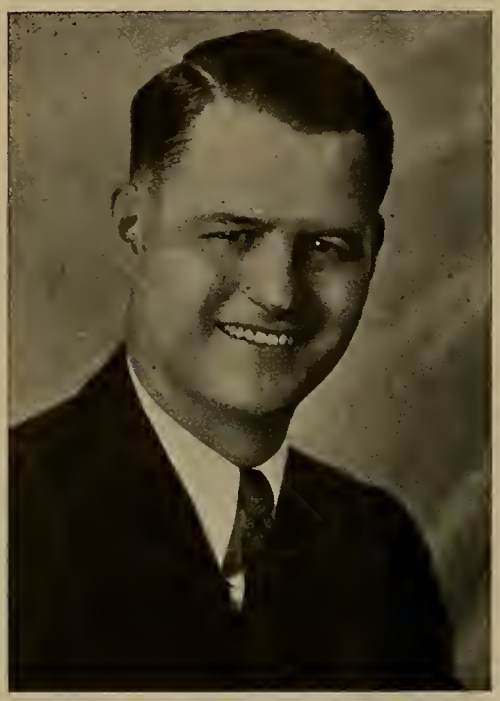
Buddy Squirrel's Nut Shop
791 Market Street
(Next to California Theater)

The Jefferson School, Colma, One of the New Schools Under Superintendent Crane.

NEW RIO VISTA PRINCIPAL

JOHN B. THOMAS is this year principal of the Rio Vista High School. He came originally from Danville, Contra Costa County. The three years preceding this appointment to Rio Vista he was principal of the high school at East Nicolaus, in Sutter County. He was also a member of the County Board of Education in that county. Mr. Thomas is a graduate of the Oregon State College and has taken graduate work at University of California. He is at present taking work at Stanford University.

Mr. Thomas has an unusual capacity for dealing with students combined with outstanding ability in administration. He has added new courses to the curriculum at Rio



John B. Thomas, Principal of Rio Vista High School.

Vista and has secured from the State Board of Equalization a grant of $18,000 in excess of the 5 per cent limitation. This purchases a new bus and will erect and equip a new Ag-Mechanics Building. Two new teachers have been added—Edward Ragle of Tomales for Ag-Mechanics and Edward McArthur of Yuba City, coach and athletics. Rio Vista's enrollment is forty students over the enrollment of last year, making a total of 227.

LEO B. BAISDEN, assistant superintendent of schools in Sacramento, has been invited by various groups of teachers in a number of counties of Northern California to talk on the problems involved in developing the integrated program in education in the elementary and high schools. In Yolo, Marin, and San Joaquin counties his talks have been on primary education. There are few men in the field who have undertaken primary problems. The universities have their specialists in this work, but Mr. Baisden is one of the few to be actually in the field.

He has also made a special point of the elementary school library in connection with the curriculum and has been instrumental in creating much interest in school libraries in the Sacramento and San Joaquin valleys. He was among the school people appointed by the State Department of Education to work with the library committee in the preparation of Bulletin No. 18, "The Library in the Elementary School."

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, SIERRA EDUCATIONAL NEWS.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
LOUIS P. LINN
Route 6, Box 100
Fresno

Central Coast Section
T. S. MacQUIDDY
Watsonville

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

CALIFORNIA TEACHERS ASSOCIATION
State Headquarters: 155 Sansome Street, San Francisco

MARCH, 1936

THE WESTERN JOURNAL of EDUCATION

ST. LOUIS DEPARTMENT OF SUPERINTENDENCE IN RETROSPECT

By VIERLING KERSEY, *Superintendent of Public Instruction.*

Great gatherings of educators always inspire. Surely the pooled resources of the twelve thousand educators who gathered for the February 22 to 27 meetings represented as much group intelligence as could be merged in any like number of persons in any other meeting in our land.

To profit by such conventions it seems clear to me each one who attends must have his own individual plan. There may be a suggestion in this for each of us as we look forward to the summer National Education Association meetings in Portland or to educational gatherings and conferences we shall attend this spring or as we look forward to institute season next year.

Participate! Because there were so many questions and subjects to be considered at St. Louis, there was, of necessity, need for many participants. Let me encourage you, each teacher, principal, superintendent, board member, to participate when invited. Or, I may boldly suggest, seek opportunity to participate on programs. Never will you appraise your program as carefully as when you are preparing a statement of it for the approval of a critical audience. Even though you may be crowded off the program because of lack of time, accept the opportunity, appraise your works, and be prepared. You will have something to use at home and it will be acceptable there.

Question! The theorist, the practical one who makes glib presentation and who with high sounding lingo and high pressure methods envelops the audience in a fog, needs to meet your questions. It is no criticism of us because we ask for clarification that we may understand. Lack of thorough understanding of what is undertaken has caused collapse of too many educational plans. The progress in educational method and procedure is no less rapid than is the progress in social change. By the answers to our questioning attitudes we, too, are given power to understand, and, understanding, we may plan and act to improve advantage for all in education.

Venture! Hundreds of topics considered, a thousand speakers, seething, struggle to try and to improve! But one thing is implied. You, too, may study, plan, venture, and only so doing will new success be possible. We have difficulty following and understanding all the speakers; we feel satisfaction with what we are doing when we hear them speak; we, too, are making progress. How well it is to review the factors that constantly drive us to change, to improve, to try anew. Venturesomeness, not wild flitting from device to scheme, but following new lines which are marked by new thinking: this is the source of continual growth for the teacher in the classroom, for the principal, the superintendent, for the parent who is so sure her child is different.

Be proud! Your profession is noble; its members are idealists, and, at the same time, practitioners in the great art of humanism. The thoughts, the deeds, the very appearance of the convention members at great educational gatherings are worthy thoughts, coöperative, mutually helpful deeds and attractive, wholesome people in appearance.

No, I will not review the meetings I attended, copy the notes I made, report the friendships I made, renewed, missed. I will not even report my own speeches. I will say this from St. Louis, 1936, Department of Superintendence meetings: four things for each of us—participate, question, venture, be proud.

SEE PAGE 7 FOR UNIT WORK ON JAPAN

YESTERDAY
THE FOUNDATION OF TODAY

by

AKER, NELSON, *and* AKER

An elementary history organized on a new basis. Special units on Art, Science, Government, and Social Institutions.

The unit system has been followed with the proper integration and correlation of subject matter.

The text has been carefully checked with the vocabulary of children of fifth and sixth grades.

The illustrations have been selected to add to the value of the text.

This book has met with immediate approval. It is the type of book needed to meet the requirements of modern education.

466 Pages Size 5½"x7½"
140 illustrations

Price, $1.32

Send for catalogs of Western Books by Western Authors to

HARR WAGNER PUBLISHING COMPANY
609 Mission Street San Francisco, California

Spoken Drills and Tests in English

By MABEL VINSON CAGE

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. Oral drills for speech correctness train ear and tongue (rather than eye and fountain pen!).
2. Oral examinations not only test, but reinforce.
3. Interest comes through competition.
4. Repetition is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California.

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.

Drive into our garage. Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLII, No. 3 SAN FRANCISCO, MARCH, 1936 PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

CHAUNCY W. SMITH, State Superintendent of Public Instruction for Nevada, has issued a call for the consideration of the adoption of elementary textbooks for Nevada. The State Textbook Commission of five members is to meet for three days at the Reno High School, commencing March 19, to hear the representatives of those book companies that desire to present the advantages of their textbook offerings. On April 21 the adoptions will be made at Carson City. The adoptions this year, according to schedule, should have been made last year, but were postponed by an act of the Nevada Legislature. The Nevada Textbook Commission is composed of the following persons: E. Otis Vaughan, Superintendent of the Reno Public Schools; Charles Priest, Superintendent of the Carson City schools; Miss Mary A. Hoagland, head of the commercial department of the Lovelock High School; C. M. Luce, Superintendent of the Elko grammar schools, and Chauncy W. Smith, Superintendent of Public Instruction for Nevada.

THE SUDDEN DEATH early last December of B. D. Billinghurst, Superintendent of the Reno city schools for the past twenty-seven years, was a great loss to Reno and to the State of Nevada. Mr. Billinghurst during his long régime had maintained an admirable school system, progressive in its adoption of the newer advances in education. As a man and educator, Mr. Billinghurst stood out as one of the finest leaders Nevada has produced.

RENO, NEVADA, has been publicized for years for many things, but what is seldom stressed is the fact that public education in that city is outstanding. With the University of Nevada within its limits and a public library under Librarian Miles giving a service equaled in few towns many times its size, a public school system, under former Superintendent B. D. Billinghurst and now under Superintendent E. Otis Vaughan, is functioning with a liberalized up-to-date program of education, full steam ahead. A senior high school, two junior high schools, five elementary schools, and one special kindergarten-first grade school (the Babcock School) comprise the system.

Superintendent Vaughan has been superintendent since December, 1935. He is not unacquainted with the educational and civic problems of Reno. For the past seventeen years he was principal of the Reno High School, and, Reno to the contrary, he and Mrs. Vaughan have been happy together for the past twenty-six years.

Mr. Vaughan is a native of Wisconsin and a graduate of Beloit College. He came West in 1907 to Nevada. For five years he taught in that state's schools. Next he came to California, studied at the University of California at Berkeley, was an assistant in the physics department of that institution, and then for five years was a teacher in the Polytechnic High School, San Francisco. In 1918 he returned to Reno as principal of the high school.

In his new position as Superintendent, Mr. Vaughan is getting acquainted with the problems of the system. He is paying considerable attention toward the matter of reëquipping all of the schools. In the matter of curriculum development, he is stressing spoken English and composition in all grades. He continues to advocate a liberalized high-school curriculum, with students not grooved into certain studies. He believes that offerings for concentrated study should be made available for those desirous of and equal to them.

HALF WAY from Reno, Nev., to Salt Lake City, Utah, is Elko, Nev.—to most of us a train stop on a continental railroad line, where, if we are agile enough, we can run across the street from the station to Neon-advertised casinos to risk coin upon a roulette wheel or place a foot upon a brass rail. But what is not known and realized is that this town of 3500 population, with its railroad men and environs given to ranching, sheep-herding, cattle-raising, and mining, contains as remarkable a grammar school system as one ever runs into.

C. M. Luce is the Superintendent. He has behind him a town that is school conscious, that boasts of no school faction, that has not had a school trustee election within the fifteen years, because of the fact of no one filing to run against an incumbent trustee. This noteworthy Board of Trustees is composed of John J. Hunter, President of the board for the past fifteen years and also member of the Nevada State Board of Education; S. R. Warren, Ford and Lincoln dealer, a member for fifteen years; and R. D. (Bob) Quinn, manager of the Hale Drug Company, appointed last June to serve in place of Otto T. Williams, who had died and had been a member of the board for twenty years.

For the past eleven years this Board of Trustees has retained Mr. Luce as Superintendent. Mr. Luce is an Indiana schoolmaster, educated at Valparaiso University. Previous experience includes teaching in Indiana and principalships of the high schools at Bluffton, Ind., and Fort Benton, Mont. His Elko grammar school system is composed of two schools, 600 pupils, and 21 teachers.

What makes Mr. Luce's Elko schools stand out is the feeling as soon as one enters one of the buildings. The Elko Grammar School No. 1, for example, is a brick structure built in 1919. It looks within, with its hardwood floors, clean and polished, as if it were in its first six months of occupancy. It contains large classrooms equipped with movable furniture. Its combined gymnasium and auditorium of 600 capacity is finely paneled with dark wood and has a large stage. There is a nurses' department, one of the features that Elko pioneered eighteen years ago in the intermountain states, a delightful kindergarten for its activity projects, a large bandroom, a school library, offices, and all over the building are beautiful reproductions in color of fine paintings.

The faculty is an alert one. Seventy per cent of all the teachers have college degrees and all others have had at least two years at normal schools and two years previous experience. The school is in a good financial condition. Teachers' salaries are being raised, and a modern curriculum is functioning.

The music work under Ernest C. Vocelka, a graduate

musician, is outstanding. A complete program of choral and instrumental music is operating. The school has an orchestra of thirty-five pieces and a band of sixty-five instruments. The school gives individual and class instruction on all music instruments except piano. Instruments worth $1500 are owned by the school district for use of those pupils not able to purchase their own. On Saturday morning is a two-hour practice program of the band, and no absences. One of Superintendent Luce's best pieces of work has been his designing of a single-form complete record blank for the eight years of grammar school. This form contains a place for the recording of subject grades, absences and tardinesses, personal family history, health condition, standard test, orchestra, band, and chorus. A separate form along with this is also kept of the yearly examination by the school physician and an account of any contagious disease caught during the year. Mr. Luce has these forms patented and they are part of the Postindex system of the Art Metals Products People, New York.

ST. LOUIS has now under consideration the unification into one organization of the administration of the municipal and school playground now divided between school board and municipal government. The idea is to have the school board administer all juvenile playground work, along with the customary physical education of the schools, while it would leave for the city jurisdiction over the community centers and their varied activities for adults. The staffs of the two agencies are to be placed, it is planned, on a "high and equal level of proficiency," with the school board's employees picked in the same way as teachers and the city's subject to efficiency Pasadena, Cal.

THE FINANCIAL support for schools in Ohio is on the up-grade, but so far a satisfactory solution of the tax problem in regard to school support has not been found for that state.

A. L. THRELKELD, Superintendent of Denver schools, is being mentioned for the presidency of the Department of Superintendence for the coming year, as well as William J. Bogan, Superintendent of Chicago.

TO SEE the cream of farming land in the East, ride the country between Lebanon, Lancaster, York, and Harrisburg, in eastern Pennsylvania. Wonderful farms, with large finely kept homes, fences, and barns. A feeling of well-fed, wholesome prosperity pervades the atmosphere. This is the home of the Dunkards, and Menonites, and good solid Dutch stock. Lancaster as a city has a solidness and prosperous look that one has come not to expect in these days. York boasts of ten banks, all of which opened after the bank holiday of some time ago.

At Lancaster H. E. Gress is Superintendent of Schools, while at York Arthur W. Ferguson heads the system. At Lebanon J. W. Hedge was recently elected Superintendent.

EDUCATIONALLY, California and Indiana are much alike in thought and action, for since the time of Doctor Jordan and Doctor Cubberley, Indiana-trained men have played a great part in the executive positions of California. It was a pleasure to call at Seymour, Ind., where Norman J. Lasher is Superintendent, and to find out that this city is the place from which came George C. Bush, Superintendent of Schools of South board examinations.

AT BEDFORD, IND., we called upon Superintendent Warren J. Yount in the Board of Education building, which is a limestone mansion of a former limestone magnate of that city. Bedford claims to be the "limestone capital" of the world. The city boasts the largest limestone quarry in the world in its environs and has some forty-seven factories preparing the stone for building purposes. With the upturn in building, Bedford expects thriving business again.

THE UNITED STATES Department of the Interior, Office of Education, issued in August Circular No. 144, titled "PWA Allotments for Nonfederal Education Institutions." The circular states that 644 nonfederal educational projects representing those now under construction have been approved. Of these, 349 school projects under the PWA have been completed at a total estimated cost of $29,261,655. Of this amount the federal government supplied more than $14,000,000. Completed projects include 245 elementary schools, 40 high schools, 3 colleges and universities, 12 school auditoriums, 5 gymnasiums, 9 dormitories, 1 museum, and 34 miscellaneous projects. Miscellaneous projects include additions and alterations to school buildings, school cafeterias, clinic buildings, memorials, athletic fields, school garages, swimming pools, teacherages, and the like. Of all the projects approved, more than half will be elementary school buildings and more than one hundred will be on high school buildings. Less than $15,000,000 of the $133,000,000 allotted by PWA for nonfederal educational projects has been spent on the projects completed up to August 1, 1935. California has expended $1,567,664 upon 32 completed projects and has been allotted $13,015,000 upon 34 projects now under construction, whose estimated cost has been placed at $20,292,313.

FRANK M. WRIGHT, district superintendent of the El Monte schools, is in one of the fastest growing school districts in California. This is due to several factors, one of which is that a unit of one hundred subsistence homesteads is within his district and the other is that the level, fertile ground in the vicinity is being cut up by realtors and sold to persons desiring small ranches, from which part of their living can be grown. Aided by Gerald O. Risinger, assistant superintendent, Mr. Wright is continuing his progressive school program, one of the most far-reaching in the Los Angeles County system. Eighty-minute periods have been scheduled. Social studies and literature have been tied together in one course, language, spelling, and writing have been united into another, and provision has been made for set drill periods on basic subjects apart from time given to the development of units of work.

Superintendent Wright added five teachers to his faculty at the beginning of the second term. The necessity for new teachers came from the great increase of children from families taking up residence in the new federal government subsistence homestead, which is within the El Monte School District. The payment for four of these teachers is coming from the county emergency fund administered by A. R. Clifton, Superintendent of Los Angeles County schools.

"PITTSBURG SCHOOLS," a publication of the Pittsburg city schools, is in its tenth year. It is published by the staff of the department of curriculum study and educational measurements and research under the directorship of Doctor David R. Sumstine. R. O. Hughes, writer of so many popular textbooks in the social science field, is a noted member of this department.

J. W. Fricke & Company

SCHOOL FURNITURE

BLACKBOARDS

PLAYGROUND EQUIPMENT

Phone SUtter 8854

420 Market Street

San Francisco

Doctor Will French, in his first year as Superintendent of the Long Beach city schools, is seeing the rapid completion of the reconstruction of the city's school buildings. It is expected that the program will be almost finished by the opening of the fall term in September. The administration offices since the first of the school year are again in the reconditioned Board of Education building, one of the finest planned structures for school administration work in the country.

Huntington Beach is an oil town. Prevous to the earthquake of some years ago it boasted an excellent grammar school system, housed in a fine appearing plant. The earthquake came and the main structures of the plant had to be razed.

A rebuilding program was inaugurated under former Superintendent C. B. Baldwin and his board of trustees, and around $250,000 was allotted for new buildings and redeveloping of the school grounds. The buildings were ready for occupancy last September, and this school year the system, under the principalship of Miss Agnes L. Smith, has been functioning in one of the finest plants in Southern California.

Miss Smith has been in the Huntington Beach grammar schools for ten years, and she was wonderfully well qualified to start the school off in its new surroundings. Her problem this year has been to keep the school organized upon a progressive plane of education and to see that the work of developing the school grounds under WPA labor was carried out with success.

The Huntington Beach grammar school is located upon more than a ten-acre plot on a raised elevation that commands a fine view of the Pacific Ocean. The plant is composed of three units—the central building, a gymnasium and plunge, and a building that houses the cafeteria and kindergarten.

The central building dominates the center of the plot. It is a solid steel reinforced structure of delightful architecture of straight lines. It is built in the form of an E, with two floors and a basement. The center portion contains a fine auditorium and stage. The building contains forty rooms. Of these, several have been designed for definite special subjects, as art, music, visual education, photography, Americanization, and manual training. In addition to these rooms, there is a school library suite in charge of Miss Myra Miller, unusually well planned. The suite includes a textbook room, a large library furnished with acoustic plastic and equipped with library tables and chairs, an office, and a book work repair room.

The development of the school grounds by WPA labor has enabled the school to acquire new playgrounds for football, soccer, and baseball, and to have built new handball courts. A large amount of the campus has been landscaped and is being put into grapes, and a portion of the acreage has been made ready for a school garden and a hothouse has been built.

In this new environment Miss Smith has charge of thirty-six teachers and eight hundred pupils.

The Montebello city schools, under Superintendent Mark R. Jacobs, now have increased to 175 in adult classes, 1000 in the high school, and 3200 in the elementary schools. A new five-room addition is being added to the Bell Gardens School at an approximate cost of $20,000.

The Western Journal of Education

HARR WAGNER, Editor

OFFICIAL DEPARTMENT — Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

Published monthly. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town Shopping District, San Francisco

Chinatown and Famous Restaurants Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station and Southern Pacific Station

Located At
SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service of Continental Flavor

250 Rooms

Management SAM D. ADKISSON

READING READINESS

Reading Readiness

prevents the formation of bad habits that require remedial attention later;

functions in richer experience, wider horizons;

makes reading contribute most fully to all-round development.

The New
CHILD DEVELOPMENT READERS
A Basal Series for the Primary Grades
Julia Letheld Hahn

Houghton Mifflin Company
500 Howard Street San Francisco

HOW ABOUT MEXICO?

SUMMER VACATION—wanderlust already in the air—we don't know where we're going, but we're on our way, in our minds at least, already! If our summer is to offer professional interest as well as change, color, and delight, Mexico is the answer.

Mabel Carney, professor of education, Teachers' College, Columbia University, has all the answers to any questions the interested teacher may want to ask. During the summer of 1935 Miss Carney was the director in charge of the educational field course in Mexico of Columbia University, in coöperation with the Federal Department of Education in Mexico. The course covered three weeks of study, lectures, and excursions. University credit was given to those members of the group who fulfilled the requirements.

One hundred four members signed up for the course, and the reports of their experiences are filled with enthusiasm, both for the professional value of the work they did and for the personal delight felt in the opportunity to visit Mexico under such unusual and happy conditions. One of the members writes: "To us it seems an amazing feat that a hundred people could take a trip of this nature and get so much of value from it. It was made possible only because of Miss Carney's personal interest in every member of the party, her ability to plan and organize, her constant supervision of all details, and above all her intense enthusiasm and abiding interest in the subject of Mexican education."

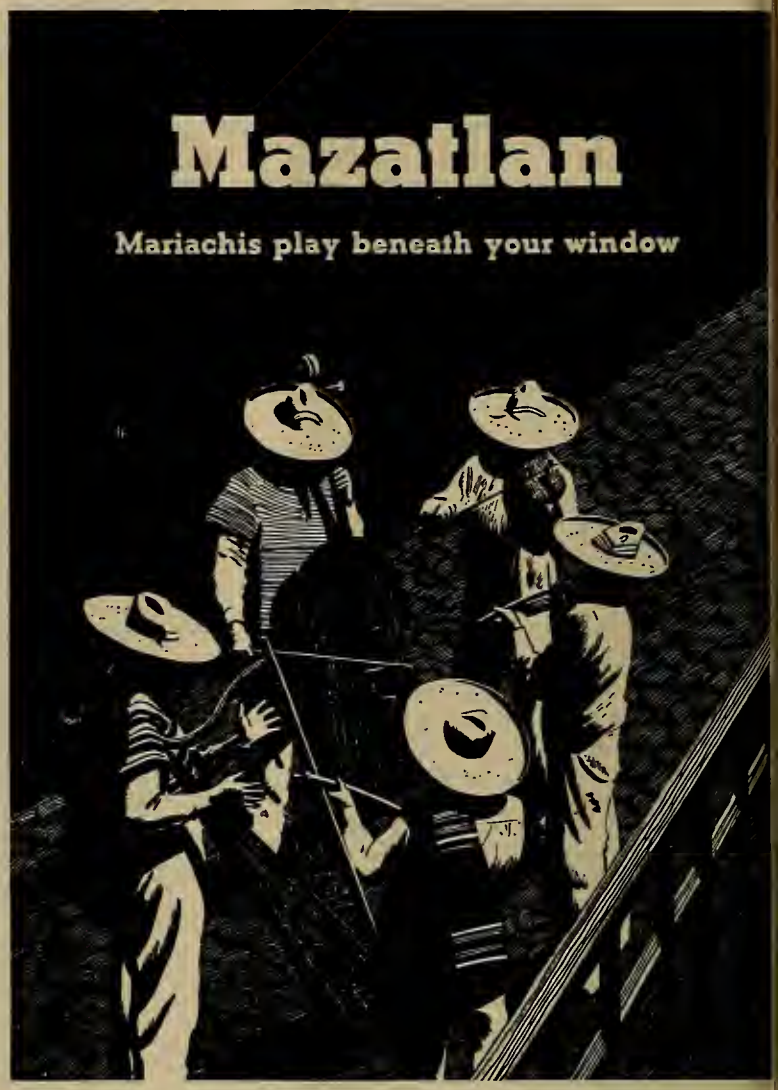
The field course of Columbia University in Mexico for 1936 will be under the auspices of the fine arts department, led by Professor Charles J. Martin. The center of interest will be the arts of Mexico, and—happy artists!—much of the time will be spent in sketching. In 1937 Miss Carney's course will be repeated. In the meantime, she has at hand in bulletin form much useful information, which she will share with those teachers, not primarily interested in art, who may be lucky enough to choose Mexico for their 1936 professional holiday.

INTRODUCTION TO MEXICO

IN "YOUR MEXICAN HOLIDAY," by Anita Brenner, the author says of the West Coast route "This is the most spectacular of the overland approaches into Mexico." Even if the traveler, limited for time, must take the trip from Nogales, Ariz., to Mexico City without a break, the daylight hours will offer a changing panorama of desert and seacoast, glorious mountains and terrifying gorges, that can scarcely be matched in any railroad trip of equal length in the world. Brief stops at wayside stations give an introduction to the life, customs, and art of Mexico. For the train is a great event in the lives of the people whose homes lie along its iron trail. Railroad stations become, for the moment of pause, village markets. Foods, serapes, gay collections of native craftsmanship, are eagerly displayed to the passengers swarming out of the Pullman coaches. Groups of singers introduce the strangers to the folk music of the people, and are well rewarded by the coins that clink into their modest cups as the train reluctantly pulls out of the station!

But the wise tourist will take advantage of his stopover privileges. He or she will spend a day at least in Hermosillo, and make the first experiments with luscious tropical fruit; a day at Guaymas, boating, fishing, swimming, in its most gorgeous bay; a day or more at Mazatlan, set like a jewel on its magnificent peninsula, flanked by golden beaches; another day at Tepic, a museum town of old colonial days. Such a trip would be a marvelous introduction to the better-known regions of the Central Plateau of Mexico, to which it leads.

The tourist planning such a trip would be wise to read in advance "Old Mother Mexico," Harry Carr's charming account of the West Coast trail, and portions of "Prologue to Mexico," by Marian Storm.



IF YOU were standing in front of an American hotel and a band of musicians came up and serenaded you, you'd probably feel a little foolish. But when the *mariachis* play for you in Mazatlan it all seems perfectly right and proper—in tune with the pink and blue buildings, the friendly, good-natured people, the tall cocoanut palms and the funny, two-wheeled *arañas* that jog along the cobbled streets.

The West Coast Route

There are many different ways to Mexico City, but none more interesting than the West Coast Route, via Mazatlan, Guadalajara (the second largest city in Mexico and a marvelous place to buy pottery and glass), Guaymas (where our beautiful new resort *Hotel Playa de Cortés* opens soon), Tepic (a perfectly preserved Spanish colonial village), the wild mountainous *Barrancas*, where men said no railroad could ever be built, and dozens of unspoiled little towns whose only connection with the outside world is our train *El Costeño* (The Coaster).

The train is king

In Mexico the train is king. So rugged is the country that few highways have been built. Uruapan, Patzcuaro, Tepic, Guanajuato, Oaxaca, Morelia and most of Mexico's other really interesting places are reached only by train.

You can see twice as much of Mexico by going to Mexico City on one route and returning on a different one, using our West Coast Route either way. Very low roundtrip fares permit this. Through air-conditioned Pullmans from Los Angeles to Mexico City.

For information about the West Coast of Mexico, write F. S. McGinnis, Dept. WJ-3, 65 Market Street, San Francisco. For a beautiful de luxe booklet about Mexico with large map in full colors, enclose 25¢ in stamps or coin.

Southern Pacific

UNIT OF WORK ON JAPAN

GRADES THREE OR FOUR

By EVA D. EDWARDS

Editor's Note: Miss Edwards is the author of "Haruko, Child of Japan," a child's story of Japanese life, written as an outgrowth of her own travel and experiences in Japan. This unit of work, enriched by her extensive study of the subject, should provide suggestions for activities and a generous and dependable fund of factual material in this always interesting field. Miss Edwards, formerly rural supervisor in San Bernardino County, is now principal of the elementary school in Claremont.

OBJECTIVES

1. To interest the children in the lives and customs of other lands, particularly in the children of Japan.

2. To create a feeling of sympathy for and understanding of these people of the Orient.

3. To develop a taste and desire for travel-reading as well as for travel-planning.

4. To learn to enjoy working together in the classroom.

5. Every unit of activity should incidentally increase the children's vocabulary as well as give a broader scope for their newly acquired business of writing intelligently about things that interest them. The handcrafts can be made a very interesting contribution to this unit where it is physically possible.

SETTING THE STAGE—GETTING THE THING STARTED

1. Display many attractive pictures of people and places in Japan. Have as many of these brought by the children as possible. Start getting other children in upper grades interested in contributing to this collection. Children in committees receive and arrange these.

2. Daily talks about these pictures, with daily additions. Assign individuals the day before who are to tell tomorrow about chosen pictures.

3. Introduce the significance of maps: First, by familiarity with the World Map (which should be on every classroom wall), and later by outline map of Japan. This outline had best be made by the teacher. Just the main, big islands first. Children are greatly impressed by the fact that there are 4000 of these islands, and 65,000,000 people on them.

4. Read aloud some one of the suggested books to the class at the reading-to-the-class time. This should be started some days before to promote interest. Take time after each reading period for class discussion. "The Japanese Twins" is a good book for this purpose. (Lucy Fitch Perkins.)

Discussion: Have the children ever seen and known any Japanese children? Were they jolly, happy, quiet? Did they dress as we do? Who can bring a kimono to school? Talk of the other parts of the dress. Talk of the food; houses? Could we make a Japanese house? How are they different from our houses? Could we make kimonos for our dolls? Could the boys make furniture for our houses if we made one?

5. Where can we get more information?

6. Start a list of questions brought up by the children. Keep these on the board for use in Language—oral and written.

Every day a new book should be brought out, shown and talked of, and left open on the reading-table. These to be taken by the children to read at odd times. On this same table or another one there should be accumulating things Japanese brought in by the children. People are always glad to loan such materials. Stress responsibility in taking good care of these things. There will be pictures, dolls, toys, getas, books, puzzles, etc. In most communities there will be found someone who has traveled in Japan, or, better still, a Japanese person who speaks English, who will be glad to talk to the children and answer their questions.

Reading: When the interest is well built up, it will be time to introduce material for the class to read in groups. If your class is divided into groups according to reading levels, it is quite possible to have more than one set of books going at once. If "Haruko, Child of Japan," is chosen, the children will enjoy following the picture map on the inner cover and paralleling it with the big real map. By all means, keep Chapter XVIII going with the reading. This will suggest more activities as well as make needed explanations.

Composition, Oral and Written: An excellent time to develop paragraphs—after sentence building. Through really having something interesting to write, the children will need have little or no anxiety about writing. In one class I know the best articles are sent each week to the local paper. This develops much pride in good papers, written neatly. Very brief stories of course.

Art: One of the very best opportunities for integrating art with the activity. Fine opportunity for broad friezes worked on by all the class. Chalk outlines and calcimine paints are best medium here.

LIST OF SUGGESTED ACTIVITIES

1. Dressing Japanese dolls—both boys and girls.

2. Making a Japanese house.

3. Making geta.

4. Making kimonos for the children. (They can make their own.)

5. Entertaining mothers at a tea party, wearing these kimonos.

6. Making the low tables and floor cushions to be used at this party.

7. Making pink and white paper cherry blossoms with which to decorate the room for the party. These can be wired to bare branches or even to creosote bush sprays.

8. Grand chance for dramatization. This should be spontaneous rather than memory work. Introduce some pretty Japanese songs and some of the graceful dances. It is to be hoped you have some Japanese patrons. They are always so glad to help.

Do not fail to get in touch with the Japanese Travel Bureau nearest you. If you cannot visit the office, write them. You will find the address in any educational magazine. In any case you will meet with unfailing courtesy. The N. Y. K. Line offices will be glad to send material and pamphlets.

Through the Junior Red Cross you will have no trouble in establishing a correspondence with some school in Japan. This experience will be rich in returns.

9. If possible, have a Sukiyaki Dinner. The boys will love making the chop sticks. They can learn to use them with little difficulty.

10. Of course picture scrap books are always possible; either class book—a large one to which each child might contribute a page, or individual books. The children in this activity as well as all the others will have excellent original ideas.

11. Clothespin dolls dressed by the children in pretty paper kimonos make a good afternoon's work.

Just as in active warfare it takes six men behind the lines to every one man at the front, so is it necessary that the teacher should know about six times as much about the subject of the activity as she expects to use directly with her class. The unit business must not be totally one-sided; teacher's backgrounds must be enriched, too. In order to enthuse others, she must herself be enthused. We suggest that she consider some of the following points in the significance of Japan even though the children of her class are too young to discuss them to much if any extent.

1. Location. Trade center. Costal relation to China.

2. Natural resources; tremendous water power. Oil and copper, but insufficient iron and coal.

3. Rapid development of machine industries.

4. Form of government and attitude toward it.

5. Transportation; many kinds, but rapidly improving modern types. Government ownership of railroads.

6. Peculiar land origin and formation resulting in all types and levels of surface, as well as diversified climatic conditions; all causing many and varied economic interests.

7. Foreign trade policy.

8. Tremendous increase in cities, towns and population. Crowded living conditions.

9. Intensive farming with primitive methods and tools.

10. Attitude toward education and progress in public health.

11. Influence in world of art.

12. Interest in athletics.

13. Changing attitude toward womanhood.

14. Japanese setting in world history.

15. Racial traits, strongly inherent, which are greatly influencing the outcomes of these problems.

FURTHER POINTS ALONG OTHER LINES

1. Possessions on the mainland of Asia.

2. About same latitude as U. S. A. Greater heat. Why?

3. Most terrific storms—monsoons and typhoons. Why?

4. Wonderful scenery. Appreciation of same by all natives.

5. A seafaring nation. Why?

6. Fish and rice native necessities. Why?

7. Strategic position for world trade.

So far we have said very little or nothing about the leading industries of these islands. Since these and kindred subjects will receive attention in the upper grades, it might be well to touch very lightly on them, if at all, at this time. However, if the children seem

---

It must be remembered that the evaluation period at the finish of each activity is the most valuable part of the work.

to be interested in rice-growing, tea-raising and silk culture, by all means let them gather some materials on these points. The bamboo plant will be of great interest, too. Assign a committee to collect, throughout the reference reading they do, the many uses to which bamboo is put in Japan.

As the jinrikisha was invented and first used by an American, it is not strictly Oriental, but has been "adopted and adapted." One class that I know made a very good one that would really "go."

To return to the industries. You will have little or no trouble in finding material on all of these. The silkworm culture will probably be most interesting. For all of these we suggest that if it is difficult to find material on the child-reading level, the teacher reduce the material she can find to simple form, type and multigraph it and give to the children to bind in their notebooks. This may serve as oral or silent reading. By the time the unit is finished there should be perhaps ten or more of these monographs. The vocabulary for these should be under rather than over the reading ability level.

I suggest the following multigraphs for the class. Use a primer typewriter if possible.

1. The Feast of Dolls. [I am giving you this as a starter.]
2. Boys' Birthday Celebration.
3. Cherry-Blossom Time.
4. The Jinrikisha.
5. Bamboo.
6. Raising Silk Worms.
7. Making Silk.
8. Tea.
9. How Rice Is Raised.
10. Japanese Boats.

[You will think of many more.]

Now, particularly for teacher's reading. And if you read even a few of these I am almost willing to wager that you will right away begin to save up for a trip to Japan. I can wish you no better "Outcome" for your unit.

GROWN-UP BOOKS

"A Daughter of the Samuri." Madam Sugamoto.
"The Spell of Japan." Isabel Anderson.
"China and Japan." F. E. Bunker.
"Unfathomed Japan." H. and A. Voght.
"Little Journeys to China and Japan." M. M. George.
"Finding the Worthwhile in the Orient." L. S. Kirtland.
"Trip to Lotus Land." Archie Bell.
"A Guide Book for Tourists in Japan." Welcome Society of Japan.
"Japan." Burton Holmes.
"Tales of Old Japan." Lord Redesdale.
Japanese Fairy Tales. Griffis.
The World Book.
Compton's Encyclopedia.
"Child Craft."
Old files of *National Geographics*.
Old files of *Travel Magazine*.
Old files of *Asia*.

Here are some books I suggest for the children to read. They can get most of them at the Public Library, I think:

"Child Life in Japan." Ayrton.
"Peeps at Many Lands." Fennimore.
"Treasure Flower." Gaines.
"Ume Sam in Japan." McDonald.
"Chopsticks and Clogs." Madden.
"Little Black Eyes." Kent.
"The Begging Deer." Rowe.
"When I Was a Boy in Japan." Shioyd.
"Weaver of the Frost." Nakazawa. (Fairy Tales.)
"Little People of Japan." Muller.
"The Japanese Twins." Perkins.
"In Kimono Land." Yule.
"Haruko, Child of Japan." Edwards.

Of course, you have already found much good material in the Carpenter books, Chamberlain's "How We Travel" and "How We Are Sheltered," and those excellent primary geographies by Knowlton and by Shepherd. The Bobbs–Merrill Company have an exceptionally good book, "Asia—The Great Continent," by Katheryne Thomas. It has four chapters on Japan. This is too difficult for threes or fours, but will help the teacher very much in building background.

Do not miss some of the beautiful Japanese poems for children. And almost every good reader—of most any grade—has more than one good poem or story about Japan or Japanese children.

Leave the idea in the mind of every child that there is *much* more to know about Japan. That as he grows older and his interests become broader, he wants to read and see more and more about this interesting country as well as other countries of the Orient. The child who has taken this unit should have gained not only toleration of the children of other lands, but great understanding and admiration for these people whose lives are so very different from his own.

No unit can really be "finished." It should simply and naturally open into the interests preparatory to the next one.

This article is more of a "plan for a plan" than a written unit of activity. It is the writer's firm conviction that, without very careful planning on the part of the teacher, a "unit" is a wasted though perhaps a well-meant effort. As far as interest is concerned, by all means it should be child-centered. But the joy as well as the value to the child must depend very largely on the organization of material as well as its orderly presentation.

There is a great deal more suggested here than any one will want to use. Don't try to use all of it!

GIRLS' FESTIVAL DAY

Or "The Hina Doll Festival"

On the third day of the third month, or, as you would say, on the third of March, every little girl in Japan celebrates Doll Day. It all started so very long ago that not even the very wisest people know just when the first Doll Day was.

But one thing they do know: that it must all be just as nearly like the very first Doll Day as possible, whenever it was!

Japanese people love *little* things. Maybe that is because their own country which they all love so well is small and crowded. The dolls are all little copies of the Emperor's court. There is an Emperor Doll, an Empress Doll and Ladies-in-Waiting Dolls. And always these are dressed as nearly like the real Emperor and Empress and Ladies-in-Waiting used to dress as possible. Little girls are taught that, just as their dolls are always calm and quiet and smiling, little girls must be, too.

When a girl grows up and gets married she always takes her dolls with her to her new home. Then, when her own little girl is old enough to understand about Doll Day, she has her mother's dolls to start on! And all the friends of the family keep giving dolls and doll furniture to the little girls every year until really there must be quite a big doll family!

About ten days before the real Doll Day, the stand of five or seven shelves, one above the other like a flower stand, is put in the tokonoma in the best room. The tokonoma is an alcove with a little raised platform; something like a bay window with no window. This stand is always covered with a red cloth; red because in Japan red is always the color one thinks of with babies, just as we think of babies in white, with maybe a bit of pink or blue.

The wooden boxes are then brought out and the mother and the girls arrange them on the shelves always in just the same way. While they do this the mother tells her little daughters all about each doll and who gave it to them or to her when she was a little girl or maybe to some great, great grandmother when *she* was a little girl.

The dolls are kept out for several days after March third. They are never played with or cuddled as little girls in other lands do. They are always admired and loved at a distance. Relatives come to call on the daughters of the house and in turn the daughters go to visit their friends to see and admire *their* dolls. There are always certain kinds of food prepared for these little tea parties. One is a rice cake in three layers; one of red, another white and a third green. This cake is diamond shaped. In the towns and cities these cakes are usually bought at shops. In the country the cakes are made at home. There are other cakes shaped like flowers in bright-colored sugar. With these are served popped beans and rice. These are all offered to the Emperor and Empress Dolls first and then eaten by the guests. This must be planned on very much as we do Christmas. The girls who most enjoy it are those between seven and seventeen. After that they are more interested in grown-up things, I presume, as other girls are.

Now a little more about how the dolls are arranged. The Emperor and Empress are, of course, on the top shelf. They are dressed in the most formal robes, like the ones worn on every state occasion. The Emperor holds a wooden scepter in his right hand and wears a very grand crown on his head. The Empress must have on twelve garments. She has a beautiful crown on, too, and an open fan in her hand. On the second shelf are three maids of honor and two standing dolls carrying trays with cups on them. On the next shelf are five musicians with their flutes and drums, and further down the gaily dressed guards with their bows and arrows. Often there are tiny trees and always there are cherry blossoms.

When it is all over, this beautiful festival, the dolls and their furniture are all packed away to be brought out again the next year.

What a beautiful custom it is!

Santa Barbara School of
NATURE STUDY
•
FIELD SESSION AUGUST 3-14, 1936.
For Full Information, write
HARRINGTON WELLS,
Director
Santa Barbara State College

DEPARTMENT OF SUPERINTENDENCE CONFERENCE

By W. M. CULP

The sixty-sixth annual conference of the Department of Superintendence at St. Louis, Mo., February 22 to 27, developed into one of the greatest sessions of the department both in number of attendants (aronnd 10,000 persons) and in the forceful discussion of provocative problems confronting the modern educator. With the convention theme, "The Function of the Schools in the Democracy," A. J. Stoddard, Superintendent of Schools, Providence, R. I., and president Department of Superintendence, had set a theme of many facets in this year 1936 presidential campaign.

The diverse discussions in many cases reverberated between the adherants of opposing schools of political thought as to how the administration of the schools and the subject-matter of content presented in them should be colored by current controversies.

There was an agreement that the teacher should be free to present all current social and governmental problems in order that the pupil be able to understand and come to his own decision in regard to them. It was most noticable how both the left and the right considered themselves the only correct interpreters of Democracy and of how they both equaled in pillory of the opposition.

The presentation of "The Social Studies Curriculum," the 1936 yearbook, climaxed this controversy. The yearbook commission of eleven members, with C. B. Glenn, Superintendent of Schools, Birmingham, Ala., as chairman, was composed of such men as Charles A. Beard, author and historian, New Milford, Conn.; Leslie A. Butler, Superintendent of Schools, Grand Rapids, Mich.; Paul T. Rankin, supervising director of curriculum and research, Detroit, Mich.; Virgil Stinebaugh, director of junior high schools and curriculum research, Indianapolis, Ind.; and George S. Counts, professor of education, Teachers' College, Columbia University. In this report teachers are urged to "deal boldly and firmly" with the controversial topics which come up in the classroom and to "steer a course between the extremes of dogmatic indoctrination and the indifference of "absolute neutrality." The report is a charter for the intelligent teaching of American democracy in its 1936 implications.

The most discussed general session of the entire conference was that of Tuesday evening, February 25, which at its close President Stoddard labeled as an "historic event." The session was a symposium on current national issues, in which the Socialist party was represented by Norman Thomas, New York, N. Y.; the Republican party by Henry J. Allen, former Governor of Kansas, and the Democratic party by Alben W. Barkley, United States Senator from Kentucky.

Three hours of fervid oratory held a large audience tense. Norman Thomas, as an orator, was at his greatest. The repartee of the three men brought forth much laughter. What one felt at the end was that neither side had presented any vital, forward problem solving facts that would lead the nation toward continued prosperity. Norman Thomas stood for nationalization of national resources, the distribution of wealth and production for use. Governor Allen called for the old-time virtue of spending less governmentally than was taken in in taxes. Senator Barkley explained the "New Deal" efforts were necessary on account of the state of the nation when the Democrats took charge. One felt at the end that all three men spent 90 per cent of their time attacking their opponents and gave relatively little time to outlining programs for future action.

Norman Thomas said that both of the older parties always came to the Socialist party for any new ideas to put into their platforms. Governor Allen chided Thomas, "What more do you want?" He quoted from the Socialist platform of 1932, and showed how the Democrats had already put into force twelve of its planks, while leaving the Democratic platform almost intact, unenacted.

With the election of A. L. Threlkeld, Superintendent of the Denver city schools and second vice president Department of Superintendence, to the presidency of the Department of Superintendence for the 1937 term, the department put into office one of the younger members among the leaders of the department. At Denver, Superintendent Threlkeld has continued brilliantly an educational career started at Lincoln, Neb.

The address by J. W. Studebaker, Commissioner of Education, Washington, D. C., on "Education for Democracy," was commented upon in lobby convention as a great speech.

Glenn Frank, president, University of Wisconsin, Madison, was the lead-off speaker at the first general session—a Vesper service Sunday, February 23. His topic, "Education and the Social Welfare," was a scholarly argument for the development of democracy among the pupils of the land unhindered by propagandists. He felt that still the greatest task of the school was in the field of intellectual discipline. He said that in history there was no record of schools changing the social order; rather, to the contrary, certain minority groups, after seizing control of states through the schools, sought to perpetuate their control by indoctrination, as in Russia, Italy, and Germany as at present.

The late ousting of Payson Smith from his position as Commission of Education of Massachusetts, a position he had held for the past nineteen years, was the cause of acrid comment in a meeting of the Department of Superintendence. The majority feeling was that the removal was an unjust political gesture.

St. Louis, in its reception of the 10,000 visitors to the Department of Superintendence meeting, was a most gracious host. Even the weather for the first two days was warm and full of sunshine. After the blizzards of the previous weeks, the opening day saw sunshine, 72 degrees, and one going without an overcoat. Hotels were crowded to capacity. Taxicabs and restaurants did a land-office business. The huge new Auditorium, with its 12,000-seat convention hall and great exposition basement, was most convenient for the purposes of the convention. The smooth running of the meeting was due to the fine organization of the local committee, under the honorary chairmanship of Henry J. Gerling, Superintendent of St. Louis city. Every hotel had persons in attendance to give information. At every meeting a St. Louis representative was present to see that the speakers were greeted and seated. The local committee was composed of the following:

General Chairman—Philip J. Hickey, secretary and treasurer, Board of Education.

Advanced Enrollment—Frank M. Underwood, assistant superintendent of instruction.

Auditorium and Stage Arrangements—F. J. Jeffrey, assistant superintendent of instruction.

Halls and Meeting Places—Frederick H. Rein, director of conventions and publicity, St. Louis Convention and Publicity Bureau.

Hospitality—Mathilde C. Gecks, assistant superintendent of instruction.

Information—Edmund F. Brown, assistant superintendent of instruction.

Music and Decorations—John Rush Powell, assistant superintendent of instruction.

Publicity—George R. Johnson, director, division of tests and measurements, public schools.

Special Exhibit Hall Arrangements—R. W. Hibbert, director, division of books, supplies, and equipment, public schools.

Supervision of Arrangements for Meetings—George L. Hawkins, assistant superintendent of instruction.

The NEW MERRIAM-WEBSTER

New from cover to cover. Backed by a century of leadership. William Allan Neilson, President of Smith College, Editor in Chief, heads the most authoritative staff of editors ever organized. Contains 600,000 entries—the greatest amount of information ever put into one volume—122,000 more entries than any other dictionary. 12,000 terms illustrated. Magnificent plates in color and half tone. Thousands of encyclopedic articles — 3,350 pages. Write for free, illustrated pamphlet containing specimen pages, color plates, and full information.

G. & C. MERRIAM CO., Springfield, Mass.

WEBSTER'S NEW INTERNATIONAL DICTIONARY Second Edition

Housing—Philip J. Hickey, chairman; Milford T. Schiek, executive assistant.

The afternoon of the second day was given to thirty section conferences dealing with major phases of education. In the group considering "More Administrative Centralization for the Larger School Units," under the chairmanship of Willis A. Sutton, Superintendent of Schools, Atlanta, Ga., were three Californians—Vierling Kersey, State Superintendent of Public Instruction; Arthur Gould, deputy superintendent of schools, Los Angeles, and E. W. Jacobsen, Superintendent of the Oakland schools.

Superintendents Gould and Jacobsen debated the pros and cons of the question, "Large city systems should be divided into sub-districts with district superintendents, each having rather large authority in his district independent of the city district." Mr. Gould upheld the plan of this set-up for Los Angeles, as it solved the difficulties of administering the large area of the Los Angeles school district and brought administration closer to the teacher and citizen. Mr. Jacobsen opposed the scheme, as it was contrary to all established rules for central school administration that school people had been laboring for a hundred years. He stated that New York had tried the scheme for thirty years and had abandoned it, as well as had Philadelphia. He stated the only educational survey for such an organization was the recent one made in Los Angeles previous to the adoption of the plan a year and a half ago.

Superintendent Kersey in his debate had the affirmative on the question "State Departments of Education (or their equivalents) free from political domination should have larger control over local school districts in such matters as school finance, school building construction, teacher training and certification, and other such matters." In his vigorous manner Superintendent Kersey stressed the value of state control as the outside factor that could develop the larger features of an educational program without the interference of petty local differences. Superintendent Kersey was also heard in the panel discussion concerned with the integration of vocational and general education.

As president of the National Council of State Superintendents and Commissioners of Education, Superintendent Kersey presided at the annual meeting that considered the "Present Status and Probable Future of Federal State Relationships in Matters of Emergency and Finance," "Probable National Legislation," and "General Review of State Educational Conditions." It was gratifying to Californians to see how Mr. Kersey was honored among the superintendents of the nation and of the respect his opinions obtained in national conference.

Some twenty-three persons from California had places upon the Department of Superintendence convention program. Among them was only one California Board of Education member, and he was C. Harold Caulfield, president, Board of Education of San Francisco, who discussed "The Function of an Educational System as Seen by the Board of Education" at a section meeting considering the topic "The Responsibility of Education for Safeguarding and Improving Our Society." Among other California board members attending the sessions, however, were C. S. Hughes, president of the Burbank Board of Education; Doctor Margarete W. Baker, president of the Santa Ana Board of Education; Eugene Tincher, president Long Beach Board of Education, and Margarete L. Clark, Board of Education, Los Angeles.

The Stanford University faculty was well represented by having the following five men present: Grayson N. Kefauver, dean of the School of Education; Paul R. Hanna, associate professor of education; Harold C. Hand, assistant professor of education; Jesse B. Sears, professor of education, and C. Gilbert Wrenn, assistant registrar for student personnel. The University of California at Berkeley was represented by George C. Kyte, professor of education, and John A. Hockett, professor of education. Two California state teachers' college presidents were programmed in Arthur S. Gist, president Humboldt State Teachers' College, and Walter R. Hepner, president San Diego State College. Lester B. Rogers, dean School of Education, University of Southern California, was the only member of that institution upon the program.

George C. Bush, Superintendent of the South Pasadena schools, was seen upon the platform at the opening session as a member of the executive committee of the Department of Superintendence. Mr. Bush also took part in a discussion dealing with "Education and Our Social Order" that was considering directly the issue "Education Should Be Provided at Public Expense for All Normal Adolescents as Long as They Elect to Attend School."

Other Californians upon the program included such prominent persons as Edwin A. Lee, Superintendent of San Francisco, who was upon three programs; Leo B. Baisden, Superintendent of Sacramento; Curtis E. Warren, Superintendent of Santa Barbara; R. D. Case, Superintendent of Schools, Salinas; George H. Meredith, Deputy Superintendent of Schools, Pasadena; John A. Sexson, Superintendent of Schools, Pasadena; Virgil E. Dickson, Assistant Superintendent of Schools, Berkeley; McClellan G. Jones, principal Union High School, Huntington Beach; Will French, Superintendent Long Beach; Helen Heffernan, chief, Division of Elementary Education, State Department of Education, Sacramento, and Helen F. Holt, Mastick School, Alameda.

In a meeting of the National Council of Education on the topic "Democracy and the Profession of Teaching," A Duncan Yocum, professor of education, University of Pennsylvania, Philadelphia, spoke on the idea of "Equivalent Return." He wondered how long the schools could continue to let go uncombated the popular current ideas that "something may be secured for nothing." The full life has to be paid for by someone.

The multiplicity of general meetings, section meetings, allied association meetings, twenty-five breakfasts, thirty-eight luncheons, twenty-seven dinners, a published program that takes an hour or more to just scan, shows the complexity to which the Department of Superintendence has grown. Consequently, the report of the committee on the longer planned program prepared under the chairmanship of Paul C. Stetson, Superintendent of Schools, Indianapolis, Ind., was of tremendous importance.

Elementary Schools!

Make your

SOCIAL STUDIES

A Thrilling Adventure

with

RUGG

and

KRUEGER'S

new

Social Science Course for Elementary Schools

Circular #723 gives full information

GINN AND COMPANY

45 Second Street
San Francisco, California

In brief, the report recommended the continuation of the research program as now constituted. It advocated the use of small discussion groups to a greater degree. It proposed radical changes in regard to the commercial exhibits. It recommended that the exhibits be arranged upon a functional basis; that one program early in the convention be devoted to recent developments in buildings, equipment, and supplies, built around the new products of the year; that an effort be made to secure more extended exhibits of construction materials and mechanical equipment; that special interest groups with reformatory or propaganda programs only be excluded from the exhibit hall; that there be inaugurated a continuing committee of the Department of Superintendence with staggered terms of membership to determine policies, procedures, and organization of these exhibits. The committee recommended the abolishment of year books and advocated a comprehensive interpretative convention report that would be made available the June or July following the convention. They called for the continuance of general session meetings. They felt that the programs of special interest groups now numbering fourteen within the organization should be subordinated to the main program of the convention and not be increased.

The committee recommended that the name of the organization should be changed to "The American Association of School Administrators" and continue to be a department of the National Education Association.

The exhibits at the St. Louis meeting of the Department of Superintendence were the most extensive of recent years. Some 250 exhibitors crowded the exhibit hall with varied exhibits of all natures in 350 booths. Of the book companies, Macmillan and Winston went to considerable expense in erecting striking exhibits. Several Western bookmen were in attendance and included F. A. Rice of Ginn & Co.; Bernard Hemp of Allyn & Bacon; Ray Morris of Row, Peterson & Co.; A. K. Allen of Houghton Mifflin; John Beers of Macmillan Company, and W. M. Culp of the Harr Wagner Publishing Company.

The California Breakfast at the Department of Superintendence, as usual, was a gala event. Owing to the indisposition of John A. Sexson, Superintendent of Pasadena and president of the California Teachers' Association, Joseph Marr Gwinn acted as toastmaster. Mr. Gwinn was in most excellent form and kept the affair at a most convivial level. Around one hundred and forty Californians and guests were present. Speakers included Superintendents A. J. Stoddard of Providence, R. I., president of the Department of Superintendence; Agnes Samuelson, State Superintendent of Public Instruction, Des Moines, Iowa; Miss Florence Hale of Maine; Willard E. Givens, national secretary N. E. A.; Lloyd W. King, Missouri State Superintendent of Public Instruction; Vierling Kersey, State Superintendent of California; A. L. Threlkeld, Superintendent of Denver, and many others. Among the Californians attending the breakfast were the following: Albert M. Shaw, Los Angeles; Doctor Margarete W. Baker, Santa Ana; F. A. Henderson, Santa Ana; George H. Meredith, Pasadena; Verna A. Carley, Stanford University; Margarete L. Clark, Board of Education, Los Angeles; Doctor M. Madeline Veverka, Los Angeles; Arthur Gould, Los Angeles; Mr. and Mrs. Robert H. Lane, Los Angeles; H. T. Brooks, San Francisco; Earl G. Gridley, Berkeley; W. M. Proctor, Stanford University; W. F. Ewing, Oakland; Curtis E. Warren, Santa Barbara; Pauline Merchant, Garden Grove; Thomas H. McQuarrie, San Jose; A. K. Allen, San Francisco; John Sexson, Pasadena; Roy W. Cloud, San Francisco; Margaret E. Bennet, Pasadena; C. J. Hummel, Beverly Hills; Mrs. Louise B. Hoblit, Pasadena; Frank M. Wright, El Monte; J. Warren Ayer, Monrovia; M. G. Jones, Huntington Beach; Louise E. Plummer, Fullerton; Katharine L. Carey, Los Angeles; Erna M. Spraul, Los Angeles; E. L. Van Dellen, Ventura; Mrs. Ardella B. Tibby, Compton; Doctor Charles W. Waddell, Los Angeles; Doctor Will French, Long Beach; Eugene Tincher, Long Beach; Doctor Lester B. Rogers, Los Angeles; Doctor Grayson N. Kefauver, Stanford University; W. B. Munson, Fresno; G. C. Laofleourow, Fresno; Walter Bachrodt, San Jose; F. L. Thurston, Los Angeles; Mrs. Gertrude Mallory, Los Angeles; E. W. Jacobsen, Oakland; Ada V. Withrew, Los Gatos; Joseph Marr Gwinn, Monrovia; Vierling Kersey, Sacramento; Eugenia West Jones, Los Angeles; Arthur F. Corey, Santa Ana; R. D. Case, Salinas; Arthur S. Gist, Arcata; Emmett Clark, Pomona; M. A. Gauer, Anaheim; Hollis Allen, Claremont; John Branigan, Needles; Edwin A. Lee, San Francisco; C. Harold Caulfield, San Francisco; George Marrin, Los Angeles; Mr. and Mrs. Robert G. Gray, San Francisco; Ben S. Millikan, Covina; Doctor George C. Kyte, Berkeley; Edwin Kent, Santa Rosa; Fred A. Rice, San Francisco; A. R. Clifton, Monrovia; Ira C. Landis, Riverside; George C. Bush, South Pasadena; Leo Baisden, Sacramento; A. C. Olney, San Anselmo; Paul R. Hanna, Stanford University; E. B. Couch, Glendale; J. R. Overturf, Sacramento; W. Harold Kingsley, Los Angeles; Claude W. Randall, Ontario; Charles E. Teach, San Luis Obispo; J. G McNeely, Santa Monica; C. S. Hughes, Burbank; Norman R. Whytock, Glendale; R. D. White, Glendale; W. C. Crawford, San Diego; B. F. Engeart, Burbank; Percy R. Davis, Santa Monica; W. T. Helms, Richmond; John A. Hockett, Berkeley, H. W. Jones, Piedmont, and Bertha E. Roberts, San Francisco.

The annual national conference of the Progressive Education Association was held at the Palmer House, Chicago, February 27, 28, 29. Numbers of California superintendents availed themselves of their proximity to Chicago from St. Louis to attend the Chicago sessions. Among these were E. J. Hummel, Superintendent of Beverly Hills; Frank M. Wright, Superintendent at El Monte, and Arthur F. Corey, Assistant Superintendent Orange County schools.

While in Chicago Superintendents Hummel and Wright took the opportunity of visiting the Winnetka schools, where the associate superintendent, S. R. Logan, made the visit most eventful by taking time to explain the working of individual instruction in the school and showing the visitors the plant.

A bombshell was thrown into the social studies camp at a meeting of the Progressive Education Association in Chicago, February 28, when Doctor James Bryant Conant, president of Harvard University, in an address, voiced a warning against the overemphasis of social studies in the secondary schools of America. In devising the new curricula we are apt to lose sight of the importance of the old-line subjects to these professional leaders. In some schools increasing emphasis is being placed upon social studies, art and music tending to drive out the mathematics, languages, and the classics. Is it fair to the exceptional youth to so change the curricula that he will not have the opportunity to have the solid background that is so necessary for him? The purpose of education Doctor Conant defined as "discovering the exceptional man in every department of study," and yet, he said, "today we are so preoccupied with the education of the many that we neglect that of the few."

The San Francisco professional library under Miss Mary Mooney, supervisor of texts and libraries, sent out a call to teachers for dolls to exhibit the week of Japanese Doll Day. In response to this call dolls were sent in which had come from all parts of the world and an unusual exhibit resulted, proof that San Francisco possesses many widely traveled teachers.

The New Merriam Webster Dictionary supplies to teachers upon request, free of charge, an interesting booklet, "Guide to Webster's New International Dictionary." A little study of this guide will facilitate the use of the dictionary and will open unexpected riches of teaching material. It is well worth the small effort necessary to secure it. Write to the G. and C. Merriam Company, Springfield, Mass.

Accredited by the State as a teacher-training institution

SPRING TERM

Opens January 6, 1936

Day Classes—Professional training in advertising art, illustration, costume design, interior decoration, teacher training, and the fine arts. Degree, diploma, and certificate courses.

After School Classes—Art classes at hours convenient for teachers.

Evening Classes—Drawing and crafts for adults busy during the day.

Saturday Classes—Special Saturday morning art classes for grade and high school students.

Write for Catalogue

F. H. MEYER, Director
Broadway at College Avenue
Oakland, California

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery

Main Store — 1120 Market Street, Opposite 7th Street
Branch Store — 825 Market Street, New Commercial Market, Near Fourth Street

Telephone MArket 3303-3304

Specializing in food products for building and maintaining health

Send for Free Catalogue

LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library.

The Reëducation of the Blind Adult

BY KATE M. FOLEY,
Home Teacher of the Blind, California State Library.

"TO BE A STRONG HAND in the dark to another in time of need; to be a cup of strength to another in a crisis of weakness—this is to know the glory of life."

Adult blindness has increased alarmingly in the past half century, due in large measure to industrial accidents, to excessive eye strain, and many other causes, so the problem of providing for this unfortunate class has assumed proportions. The California State Library has been engaged in the reeducation of the blind adult since it opened its Books for the Blind Department in December, 1904. At first it supplied books to those who already knew how to read raised type, graduates of the state school or those coming from other states, but it soon became evident that its field of usefulness should extend to the adult deprived of eyesight and not eligible to a school for the blind. Thus the need of a home teacher became apparent long before the library could employ one. I recognized this need before leaving school, and it was my privilege to teach as a volunteer prior to my appointment by the State Library in 1914. During this period I taught many blind adults in this and neighboring states, and I transcribed short stories, articles, and poems suited to the individual tastes of my pupils before books were made available by the library. In this way I came in close contact with the blind and their problems and my every waking moment was devoted to their service. Although there were "too heavy burdens in the load and too few helpers on the road," I clung to the belief that some day help would come and I should be permitted to enlarge my sphere of usefulness. This hope was realized in 1914, when the State Library appointed me as its first home teacher. The library selected me not only because of my years of volunteer service, but because, blind from infancy, I was familiar with the difficulties and discouragements that overwhelm the person so handicapped. The adult has confidence in a blind teacher because he knows that every step in the uphill path is familiar to her feet. Home teaching of the blind is now a recognized profession and several colleges, including Harvard, Peabody, and Pennsylvania, have yearly courses for those who wish to prepare for this work. One of our Western pioneers has aptly said, "The home teachers are the general practitioners of the service, called upon to diagnose almost every sort of malady and administer every kind of medicine."

The State Library home teachers, of whom there are two, one with headquarters in San Francisco and the other in Los Angeles, teach raised type to all who cannot see to read ordinary print. A person need not be totally blind to learn to read in this way. The home teachers search for and when possible place all blind children over six years of age either in the School for the Blind at Berkeley or in the Department for the Blind in the Los Angeles public schools. They conduct a campaign for the prevention of blindness and conservation of vision of adults and children. They set forth the needs of the blind and endeavor to convince the public that its attitude toward them is often an added affliction.

Very early in its work for the blind the State Library realized that there was practically no age limit at which people may learn to read. Our oldest borrower was ninety-five when she learned to read Moon type after having been blind for sixteen years. She lived to be ninety-nine, and was happy in the knowledge that her success encouraged others.

The type read by elderly people or those with toil-hardened hands or suffering from diabetes or some nervous affection is called Moon type, after its formulator, Doctor William Moon of London, England, who lost his eyesight early in life. The Moon characters are large and distinct, many of them shaped like the ordinary printed letters. They are easily felt by the untrained finger and this type is invaluable, not only for elderly people, but in cases where a quick return is imperative in order to restore lost confidence. Books in this type have been printed in many languages and hundreds of men and women have been blessed and brightened who otherwise would not have been able to read again.

The Braille, or dotted system, is taught to children and younger people, and this system may also be written. When the raised type alphabet has been mastered, books are sent free through the mail by use of a government franking privilege. As the instruction is free, there is no expense incurred. We are always anxious to reach all who do not know of this service. We also teach by correspondence, sending lessons prepared in a simple correspondence course. In this way we are teaching people in many counties of the state where we cannot visit and in the states closest to us that have no lending libraries or home teachers of the blind.

The fact that an adult can learn to read with the fingers seems very wonderful to the uninitiated, and, indeed, it is a long step forward, but the ability to substitute fingers for eyes and the typewriter for pad and pencil is only one of the marvels wrought. Reading is, after all, only the means to an end. While training the fingers to perform their new functions I strive to renew hope and courage in the hearts of the adults, assuring them they may still do many things that were possible before loss of eyesight came upon them. Self-reliance, minus self-pity, is the formula I use when urging the pupils to make the most of life. When they are able to read and write once more their confidence is restored and the way is opened to new and hitherto undreamed-of possibilities. Old aims and pursuits, relinquished when the eyesight failed, are once more remembered and discussed, and in many instances are resumed, thus bringing back the light, not to the eyes but to the mind, through work. John Newton says: "You cannot shove the darkness out of a room, but you *can* shine it out." I see this miracle performed every day, but it is ever new, ever wonderful. It stimulates me to greater efforts for my blind people, for the blind are my people, and their joy and sorrow, triumph or defeat, finds an echo in my heart. The blind adult is in need of someone who, while recognizing his undeniable calamity and loss, is ready to lend a steadying hand and encourage the uncertain feet to their old, free movement, lead the troubled thoughts into other channels and find new methods of doing old things. Thus encouraged, the adult will in time resume his normal attitude, realize that much good work may yet be done, and that others have blazed a trail which he may follow if he will. I admit his handicap but help him to work it off, and soon all his fighting blood comes to the rescue and he says, with Emerson, "The king is the man who can." I give this sentence to my pupils and their spirit leaps to the call, and, holding to my hand for the first few uncertain steps, trusting to my assurance that very soon they will find their way along this new path, the bent shoulders straighten, the bowed head is lifted, the darkness is dispelled by the light of hope, soul-sight replaces physical sight, and they are ready to face life again, undaunted and unafraid. What a wonderful privilege! What a rare opportunity for service! Is it any wonder that our teachers work on past all knowledge of fatigue in their efforts to help these brave men and women along the road whose rocks and crevices we have long since learned to avoid!

An occupation, however light, is an absolute necessity. The blind adult is confronted with a situation, not a theory, and persons so handicapped must be helped to a sane acceptance of the new conditions. The ability to use the fingers in some light work removes the feeling of helplessness and encourages the adult to keep his mind on his fingers. This effort at concentration is often the means of preserving reason and reviving in the soul the desire to take up the struggle of life again. Touch reading requires this concentration, and this is why it is so valuable as a first aid.

The home teachers give instruction to the blind in hospitals and homes, public and private institutions, and through welfare organizations they find those who are in need of service. Some of our best work is done among those in institutions, where there are many brave souls who waste no time in straining after fruit just over Fate's barbed-wire fence. Their courage and spirit of mutual helpfulness is beautiful to see, and challenges our best efforts in their behalf.

In the blind department of the State Library are some forty thousand books in the various raised types, together with music and periodicals, and the library serves some two thousand borrowers. The United States government appropriates a hundred thousand dollars a year for the publication of embossed literature for the blind, and these books are placed in the more than twenty-five distributing libraries. In addition, the government also provides records for the "Talking Book," a specially designed phonograph for the reproduction of records of books that are played slowly, in order to give pleasure to the listener. These are specially helpful to elderly people or those who for some reason are unable to read raised type. The government gives seventy-five thousand dollars a year for the production of these records, and they are loaned to the blind just as the books in Moon or Braille type are loaned. The phonographs are expensive, and one of the latest government projects is the manufacture of five thousand machines. The work is to be given to the unemployed capable of doing it and the machines are to be loaned to the blind in their homes.

The home teachers do not look upon their work merely as a "job," but as a divine calling, and our field of usefulness is limited only by our capacity to serve. Home teaching means infinitely more than training the fingers to become fair substitutes for eyes and provide a pleasant pastime. It means the planting of courage in the human soul groping in the engulfing darkness for the light suddenly extinguished. It means stimulating the paralyzed will to live, training the adult to adjust himself to the strange, new conditions and arousing within him the desire to take up the thread of life again just where it fell from his startled, nerveless fingers. In short, home teaching means reconstruction, reëducation, and social service in its very highest form.

Notes

Miss Thelma E. Reid, a graduate of the School of Librarianship, University of California, has been appointed librarian of the Napa County Library. Her term of office began on the first of March. Miss Reid, a member of the staff of the Contra Costa County Library, has recently been on leave of absence to serve as assistant librarian of the Beverly Hills High School Library.

Miss Doris L. Hoit, who is now serving as assistant librarian of the public library of Providence, R. I., was appointed on February 4 to succeed Miss Jeannette M. Drake, resigned, as head of the Pasadena Public Library. The appointment will be effective on May 1. Miss Hoit is a graduate of the University of Washington and its library school. Included in her varied experience is the unusual one of having served as the librarian of the American Library in Paris, France.

Miss Anne Hadden, librarian, Palo Alto Public Library, left San Francisco for London on February 6 on the *Pacific Pioneer*, a Furness Line boat. After spending ten days in England, she will go to Ireland, where she will remain for three weeks, and then sail from Queenstown for New York City. On her homeward trip Miss Hadden will go through the Panama Canal. By May 1 she expects to be back in Palo Alto.

The annual convention of the National Education Association at Portland is announced for June 28–July 2. Requests for hotel accommodations should be sent as early as possible to the N. E. A. Housing Committee, 631 N. E. Clackamas Street, Portland, Ore.

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
Phone: SUtter 2980

WESTERN SCHOOL NEWS

The problems precipitated by the earthquake of 1933 in Southern California, in relation to the construction and reconstruction of school buildings, are presented in detail in an illustrated bulletin issued by the Los Angeles City Board of Education. Not only the problems, but the program of reconstruction are lucidly discussed, and an accounting is made of the funds expended.

California as a whole is more or less subject to earthquakes. The problems of Los Angeles are potentially the problems of every school district in the state. This bulletin, issued under the direction of Superintendent Frank A. Bouelle, should be of interest wherever school construction is under way.

The North Coast Section, youngest member of the California Elementary School Principals' Association, is planning a spring meeting in Leggett Valley. The section now boasts a membership of 20 and is doing a great job of pioneering in a sparsely populated county where distances are great and natural barriers make travel difficult.

Superintendent Taylor of Mendocino County has called upon the association members to assist in revising the county course of study.

At the semi-annual meeting of the Teachers' Association of San Francisco, on February 17, the address of the meeting, by Henry Rafael, was "Star-Gazing." This was a report of the great interest shown by San Franciscans in the evening astronomy courses at the Galileo High School. For, appropriate to its titular patron, Galileo, this school possesses an unusual equipment for the study of the heavens. Night classes and day classes in the schools of the city have eagerly sought the opportunity to enjoy these fine instruments and the instruction offered. Mr. Rafael emphasized that: "The Galileo telescope is also open for use by the schools of San Francisco. Any teacher is welcome to write for an appointment to bring her class. It would be well to emphasize to our children that it is good to get away from the city lights and look upon the light of the stars. To too many of our children the only stars are the stars of Hollywood!"

Officers elected for the coming year are: President, Miss Genevieve Carroll; vice president, Con A. Davis; secretary, Miss Mary McGlinchey; treasurer, Miss Genevieve Russell.

Mrs. Marjorie Stuart, former president of the Teachers' Association, in placing the name of Miss Carroll in nomination, stated: "I desire to pay a tribute to Miss Carroll for her unselfish devotion to the Teachers' Association of San Francisco. For many years she served the teachers as the efficient chairman of the legislative committee, and was their representative at Sacramento. She took over the office of president upon the death of Harvey Harris. Her record is unique. Miss Carroll has served with grace, with diplomacy, ruling with an unusual spirit of fair play. I sincerely hope, for the welfare of the teachers, that Miss Carroll be retained in office."

Miss Susie A. Corpstein presented the name of Con Davis for vice president. "Mr. Davis' name," said Miss Corpstein, "spells Service, no matter in which department in education it occurs. I have worked with him for many years, and I know that if he is elected vice president for the coming year he will continue to render a fine type of service to the Association."

Warren J. Telfer announced: "I am happy to place in nomination for secretary the incumbent, Miss Mary McGlinchey. Miss McGlinchey has done all the work that a secretary should do, and very much more besides."

Miss Mary Nolan nominated for treasurer the incumbent, Miss Genevieve Russell. Miss Nolan stated: "Miss Russell has served as a teacher under my supervision for many years, and I know her worth. She is methodical and painstaking. Her books are always in good condition. She has served the association well. I hope that she may be continued in the office of treasurer.

The "San Diego City Schools' Superintendent's Bulletin" for February contains the announcement of an experiment that seems to be unusual in its nature and to have great possibilities of interest:

Teacher Exchanges. — Exchanges of teachers between San Diego and a few selected city school systems in other parts of the country should prove mutually helpful, providing teachers so exchanged are carefully selected. In keeping with this policy, tentative contacts have been established with the following cities; it is barely possible that others will be added later: Oakland, Cal.; Atlanta, Ga.; Indianapolis, Ind.; Minneapolis, Minn.; Omaha, Neb.; Newark, N. J.; Mount Vernon, N. Y.; El Paso, Texas; Rochester, N. Y.; Honolulu, T. H.; Madison, Wis.

In order that exchanges may be of most benefit to all concerned, candidates will be selected by the Superintendent's office on the basis of the following items: 1. Outstanding teaching record. 2. Length of service. 3. Contributions to curriculum construction and other committee activities. 4. Ability to discuss educational policies and practices with professional groups.

It will be expected that the exchange teachers will be able to interpret our educational policies and practices to another school system and to bring back at the end of the year helpful suggestions for the improvement of our own service.

C. A. Howard, Oregon Superintendent of Public Instruction, has sent out instructions for the spring music festivals celebrated throughout Oregon by rural schools and communities. During the past year, in twenty-eight counties of the state, 18,000 rural school pupils took part in these spring festivals, and 22,000 members of the rural communities shared in them as audiences.

The response to these festivals proves the support which the people of Oregon give to the study of music in their schools.

Famous wherever good cooking is talked about

SOLARI'S GRILL
354 GEARY ST. : SAN FRANCISCO
Above Powell Street
FRANK IMBERT, Manager
Telephones:
DOuglas 2161 DOuglas 2162

BOOK REVIEWS

CALIFORNIA: AN INTIMATE GUIDE, by Aubrey Drury. Harper & Bros. Price, $3.50.

In the foreword to this delightful book the author says that he "has sheered away from the bleak style of a Baedeker, hoping to make the book more readable—seeking to tell about the sights and diverse attractions of California in familiar fashion, as would an informed and somewhat voluble companion at your elbow." Certainly no stranger to our state could ask a pleasanter companion to introduce him to its beauty and interest. As for us, native or adopted sons and daughters of California, he hopes that we too will find new light on what we already know of our state, and new points of interest.

The admirable organization of this book and its extensive index make it particularly useful to teachers, either in the lower grades or in more advanced classes, who are guiding project work in any phase of California history or geography. There is a wealth of detail in Mr. Drury's work not paralleled by any other book in this field. For the author has explored California as few people have —to its most remote corners, and has collected a wealth of information, facts and figures about resources and natural history, to add to his own rich experiences.

Mr. Drury is a native son of California. His parents went there as children in covered wagons from Illinois in the days of the gold excitement, and Wells Drury, his father, had a colorful career as a frontier journalist and as a friend and contemporary of such men as Joaquin Miller, Ambrose Bierce, and Jack London. Aubrey Drury himself was born in the state, at Sacramento.

BUILDING CHARACTER AND PERSONALITY, A Discussion Text in Orientation and Guidance for High-School Students. By William A. Wheatley and Royce R. Mallory. Ginn & Co. Price, $1.20.

This text is divided into two parts. Part one presents the simple facts of elementary psychology which will help the student to understand and develop his personality wealth, and in part two a survey of the world of vocations and human relationships in which he must live. Guidance, personal and vocational, is here offered in a friendly spirit that makes adolescents really like it.

MATHEMATICS IN LIFE, by Raleigh Schorling and John R. Clark. Unit A, "Measurement in Modern Life and in the Long Ago." 44 pages. Price, 24 cents. Unit B, Constructions: "Using Geometry in Practical Drawing." 60 pages. Price, 28 cents. Unit C, Drawing to Scale: "Some Everyday Uses of Mathematics." 44 pages. Price, 24 cents. Unit D, Percents, "Their Meaning and Use." 60 cents. Price, 28 cents. World Book Company.

"Mathematics in Life" provides a new plan for a mathematics course that is especially adapted to the abilities of students who are unable to profit from the traditional course. The outstanding feature of this series is its careful step-by-step development of practical mathematical meanings—those fundamental concepts or principles that have widespread application in everyday life. It is the kind of mathematics to enlist the interest of the non-mathematically minded student and to give him a real working knowledge and adequate skill in those phases of mathematics that will be useful to him in life. The series is profusely illustrated with pictures that amplify the text as well as with visual aids for learning and practice.

THE BOOK I MADE MYSELF, with 91 Reproductions of Original Authentic Paintings by John K. Murray. Hannah Fondiller Barnes, 350 West Thirty-fiirst Street, New York City. Spiral binding. Price, $1.50.

"The Book I Made Myself" provides the highest quality of "cut-out" material—original pictures that are intensely interesting as well as being both accurate and artistic. It furnishes the greatest known spur to good mental development through providing fascinating work that accomplishes a specific purpose. It also teaches the child self-expression and develops the power of concentration. A book that is both fascinating and educational.

A PARADE OF ANCIENT ANIMALS, by Harold O. Whitnall; illustrated by H. C. Millard. Thomas Y. Crowell Company, New York. Price, $2.

This is the story with graphic pictures of the huge reptiles, birds, and mammals that paraded this planet many thousands of years ago. The author and the artist—both specialists in their respective fields—have prepared a book on ancient animals from a new and alluring angle. By word and picture they have clothed the dry bones of long extinct animals with flesh and blood, and opened vistas into a lost world inhabited by strange beasts that ruled the land, the sea, and the air when the world was young. A delightful book for children from the age of six to ten.

THE UNITED STATES EDUCATIONAL DIRECTORY of 1936 is ready for distribution. It is in the form of four bulletins, at 5 cents each: "State and County School Officers," "City School Officers," "Colleges and Universities," "Educational Associations and Directories." This directory is almost indispensable to those interested in the personnel of the educational world, as it is the most complete guide to America's school officers published in the country. Distributed by the Office of Education, U. S. Department of the Interior.

THE HUMAN FIGURE, by J. H. Vanderpoel. Bridgman, Inc. Price, $2.50.

Today we have with us a new edition of that ever popular book "The Human Figure," an amazingly analytic study of the human form. This new edition, with over 300 drawings and sketches, is an improvement on what we thought was an unimprovable study. For clarity there has been an entire new set of plates made. The book itself is a new size—7½x10, in contrast to the 6x9½ of the older edition.

THE GREAT SEAL OF THE UNITED STATES, by Paul Foster Case. J. F. Rowny Press, Santa Barbara, Cal. Price, 25 cents.

This is an attractively published pamphlet which gives the story of the Great Seal of the United States, and discusses fully its history and symbolism.

BUDGETING IN PUBLIC SCHOOLS, by Chris De Young. Doubleday, Doran & Co. $3.50.

The book is prepared with two purposes in mind, and is successful in executing both of them. Professor De Young's first object

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 CROOKER BUILDING, GARFIELD 1346
Residence: 450 17TH AVENUE, EVERGREEN 1560
SAN FRANCISCO, CALIF.

NEW GREGG BOOKS

All four books are now in process.

LOOK FORWARD TO THEM!

OUR BUSINESS LIFE
By Lloyd L. Jones.

A junior business text that recognizes the part played by the individual in business or in economic community life. It deals with the effective and efficient use of the common business services. The foundation which it builds for business-like living also serves as a foundation for further study of business subjects and for work in the business world. Filled with worth-while student activity it generates enthusiasm for the course on the part of both the teacher and the student. Can be used with or without the correlated work book. Beautifully printed, profusely illustrated, and unusually readable.

SALESMANSHIP FOR EVERYBODY
By John T. A. Ely, Washington D. C., and Doctor Daniel Starch, New York City.

A salesmanship text that is well balanced and conforms to modern business situations. Written by a practical salesman and an international authority on advertising and salesmanship. Criticized by an outstanding salesmanship teacher, taught in mimeographed form by several secondary schools, and revised in the light of practical criticisms. References in the field of psychology have been checked by nationally known psychologists. The mechanical features of the book will satisfy the most exacting.

AN INTRODUCTION TO TRANSCRIPTION
By Elizabeth S. Adams, The Gregg Publishing Company, and Eleanor Skimin, Northern High School, Detroit, Michigan.

This book is a gratifying answer to a long-felt need for constructive material for building usable transcribing ability. For use at whatever point the teacher usually takes up transcription. Provides work each day to supplement the regular shorthand program over a period of about one semester. The short units of beautiful shorthand plates are preceded by clear instructions to the student. In the beginning, attention is called to English pitfalls, but gradually the student is thrown on his own resources in making the transcript. Spiral binding makes the book its own copyholder.

ECONOMICS — PRINCIPLES AND PROBLEMS
By Doctor Rudolf K. Michels, Hunter College, New York City.

A timely text which lays a foundation of fundamentals in a timely subject. Every phase of economics, a vitally important subject to our citizens today, is handled in a masterful way. The chapters on "Characteristics of Our Present Economic Society" and "Reform Proposals and the New Deal" bring a most important phase of our economic evolution right up to date. In no course is a late and authoritative textbook more desirable than in economics.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco
Boston Toronto London Sydney

A GREGG BOOK IS A GOOD BOOK

is to furnish a complete analysis of budgetry plans and techniques for the executive in service; his second object is to provide a thorough text for those courses in public school finance and budgeting offered to the executive in training. The entire book is full of illustrations drawn from the best of contemporary practices in its field, and consequently the material is of a practical nature. Its sources are gleaned from three nation-wide studies of budgets and budgetry practices. Questions for discussion and problems for solution are presented for classroom use. The book is extremely valuable for administrators and those students who are preparing to become administrators of public schools, as well as being of particular interest to school board members.

A Great

CONSERVATOR OF HUMAN VALUES

in the American Classroom.

Incorrect postural and visual working conditions protracted through long hours and years of school life tend to make poor posture habitual and its effects chronic.

Faulty classroom equipment is believed to be a contributing factor in a wide range of physical disorders and particularly in generally lowered energy, decreased visual efficiency, and in mental retardation.

Correct postural and visual working conditions, made natural and comfortable by the American Universal Better-Sight Desk, go far to protect the child from eyestrain and the postural evils incident to school work . . . thereby contributing to vigorous physical and mental development and minimizing many of the needless wastes of human values.

Classroom posture posters and interesting pamphlets relating to healthful posture and eye-protection are available for teachers' use.

Address Dept. WR3.

THE POSTURALLY CORRECT AMERICAN UNIVERSAL BETTER-SIGHT DESK

ACCEPTED BY THE COUNCIL ON PHYSICAL THERAPY OF THE AMERICAN MEDICAL ASSOCIATION

AMERICAN SEATING COMPANY

Makers of Dependable Seating for Schools, Churches and Public Auditoriums

General Offices: GRAND RAPIDS, MICHIGAN

DISTRIBUTING BRANCHES IN ALL TRADE AREAS

AMERICAN SEATING COMPANY
California Division:
207-225 Van Ness South, San Francisco
6900 Avalon Boulevard, Los Angeles

ELEMENTARY SCHOOL PRINCIPALS

The State Council meeting of the California Elementary School Principals' Association will be held at Hotel del Monte on Saturday, April 4. On Saturday, May 2, the Central Coast Section of the Elementary School Principals' Association will meet in Carmel. O. W. Bardarson, district superintendent of Carmel, is the president of the state association. The section meetings of this association are the most interesting and live educational meetings being held in the state this year. Add Carmel in the spring as a setting, and any principal who attends has a profitable and delightful week-end ahead of him on this first Saturday in May.

READERS' DIGEST CONTEST

Five prizes of $1000 each are offered by the *Readers' Digest* for unpublished non-fiction articles by writers who have not previously published anything in national magazines of general interest. This contest hopes to bring out, from the rich fund of every-day living or from unusual personal experiences, new material and new talent. Full details regarding the conditions of the contest will be forwarded from *The Readers' Digest, Pleasantville,* N. Y.

Any young writer, ambitious to enter the professional ranks, might well covet the opportunity to do so by way of a magazine so widely known and so appreciated by the serious reading public as the *Readers' Digest.*

NEW GINN PARTNER

Ginn & Co. announces a new partner in their firm, Doctor Burdette R. Buckingham, for the past eight years a member of their editorial staff. Doctor Buckingham brings to his new position distinguished educational honors. In addition to his academic work (he holds degrees from three universities), he has done research work for the schools of New York and of Madison, Wis., and the Universities of Illinois and Ohio and Harvard University. He has to his credit a considerable list of textbooks and of articles contributed to professional periodicals, and maintains active membership in nine of our most important educational research associations.

"THE CHILDREN'S HOUR"

Lillian Hellman's dynamic New York success, "The Children's Hour," is now at the Curran Theater, in San Francisco.

This play, which was the choice of the Pulitzer prize and which has probably been discussed more than any drama of recent years, has been termed by the *Literary Digest* as being "The Thunderbolt of Broadway." *Time* says, "'The Children's Hour' is the most sensational play of the past two years."

Eastern critics have hailed Miss Lillian Hellman's brain-child as a revelation in playwriting.

NEWER CHILDREN'S BOOKS

SELECTED BY WILHELMINA HARPER

FOR YOUNGER CHILDREN

THE ANIMAL FAIR, by Colette M. Burns. Harcourt. Price, $1.25. Good photographs of a number of animals with brief, interesting text. Grades 2–3.

KINTU, by Elizabeth Enright. Farrar. Price, $1.50. Excellent story and pictures of the African chief's son who overcame his fear of the jungle. Grades 3–5.

MITTY AND MR. SYRUP, by Ruth and Richard Holberg. Doubleday. Price, $1. How a little girl of long ago searched the whole village for her lost doll. Grades 3–4.

ROBERT FRANCIS WEATHERBEE, by Munro Leaf. Stokes. Price, $1. Nonsense story and pictures of the sad things that happened to a little boy who wouldn't go to school. Grades 1–2.

LET'S READ. Scribner. Price, $2. A set of three delightful little picture-story books including SAILOR SAM, by Alice Dalgliesh; CHRISTOPHER, by Marjorie Flack; and THE PET PARADE, by Evelyn Sickels. Grades 1–2.

ARABELLA, by Lois Maloy. Scribner. Price, $1.50. Jolly adventures of a merry-go-round pony who went out to see the world. Grades 2–3.

MARTY COMES TO TOWN, by Ethel C. Phillips. Houghton. Price, $1.75. Tells of the marvelous time a little country girl had on her first trip to the city. Grades 4–5.

STEAMBOAT BILLY, by Sanford Tousey. Doubleday. Price, $1.50. A small boy has a wonderful steamboat trip on the Ohio River. Grades 3–4.

THREE CIRCUS DAYS, by Edna Turpin. Macmillan. Price, $1. What fun the little Brown children have when they visit the circus! Grades 2–4.

FOR OLDER BOYS AND GIRLS

THE FIVE-DOLLAR DOG, by Ralph H. Barbour. Appleton. Price, $2. Appealing boy and dog adventure story with happy ending. Grades 6–8, and high school.

BEHIND THE SHOW WINDOW, by Jeanette Eaton. Harcourt. Price, $2.50. This attractive volume contains a wealth of information about many of the things we buy. Grades 7–8 and high school.

A CHILD'S STORY OF THE ANIMAL WORLD, by Edward G. Huey. Reynal. Price, $3.50. The wonderfully interesting story of the animal kingdom in excellent format. Grades 5–8.

PATSY'S PROGRESS, by Rose B. Knox. Dodd. Price, $2. Good boarding-school story picturing many amusing events. High school.

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 MARKET STREET

(Next to California Theater)

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, SIERRA EDUCATIONAL NEWS.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
LOUIS P. LINN
Route 6, Box 100
Fresno

Central Coast Section
T. S. MacQUIDDY
Watsonville

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

PUBLIC LIBRARY
PERIODICAL DEPT.

APRIL, 1936

THE WESTERN JOURNAL of EDUCATION

MEETING OF THE STATE BOARD OF EDUCATION— ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS

The California State Board of Education met in regular quarterly session in the city of Los Angeles, March 31 and April 1, 1936. All members of the board were present.

Following a full day of examination, study, and deliberation, the State Board of Education, in connection with certain charges which had been presented to the board, issued a statement in brief as follows:

Whereas, At the regular quarterly meeting of the State Board of Education in Los Angeles on the 31st of March, 1936, there were presented to the board certain purported charges imputing moral turpitude to Vierling Kersey, State Superintendent of Public Instruction of the State of California, which have heretofore been given wide publicity throughout the said state; and

Whereas, The said board has been advised by its attorney, the Attorney General of the State of California, that the said board has no power to "hear or determine charges respecting such official"; but

Whereas, Because of the publicity already given to the matter the board feels that it is proper to give an expression of its confidence in the said Superintendent of Public Instruction, by reason of the fact that said charges appear to be groundless and without merit and come from those who are prejudiced against the State Department of Education, and particularly against the State Superintendent of Public Instruction, and are plainly marked with evidence of personal malice, irresponsibility, and bad faith; now, therefore, be it

Resolved, That this board has no jurisdiction to officially consider or investigate the said charges against Vierling Kersey, Superintendent of Public Instruction, and that said charges should be and they are hereby dismissed by the said board; and be it further

Resolved, That this board should and it does hereby affirm its confidence in the moral integrity of the said Vierling Kersey and that it deplores the actions which have tended to bring education in this state into disrepute by giving statewide publicity to that which seems to be a shabby and poisonous hoax.

The State Board of Education authorized approval of the call for the Drama Teachers' Association conference to be held at the Women's City Club in San Francisco on April 3 and 4, 1936. The board by its official approval assures the coöperation of the State Department of Education and the state board in encouraging the activities of the Drama Teachers' Association.

The State Board of Education received communications from the San Diego Fraternal Order of Eagles and from the San Diego City Board of Education indorsing the program approved by the California State Board of Education urging training in the fundamentals of safe driving in the secondary schools of the state.

In connection with state series textbooks for elementary schools, the California State Board of Education authorized the continuance by agreement with Benjamin H. Sanborn & Co. and Rand, McNally Company for a period of one year of the present language series textbooks. During this period of one year, according to instructions by the State Board of Education, it shall be the duty of the secretary of the board to prepare a call for bids for language books and to consider the need for improved new or revised language texts in the schools of the state.

The State Board of Education unanimously authorized the exercise of its option for the renewal of the contract for the Triangle Arithmetic with the John C. Winston Company for a four-year period beginning July 1, 1936.

The State Board of Education gave careful consideration to the publication of a supplementary elementary school textbook of California native wildflowers. Some years ago, following negotiations with Mrs. Lena Scott Harris, the board approved the publication of such materials to be distributed in limited quantities to the schools of the state. Following this action, reduced budgets prohibited the board from immediately making available this text material. At its present meeting the board authorized that the publication of this textbook material of California wildflowers be considered a responsibility to be met out of funds that may be made available for the state publication of elementary textbooks by the 1937 Legislature. It is assumed that this textbook on California native wildflowers will be published, provided there are funds available after the publication of the regular essential basic textbooks required for elementary schools.

By unanimous action of the State Board of Education, presidents of state colleges and principals of special schools were reappointed for the school year 1936–37 as follows:

1. To be president of Chico State College, A. J. Hamilton, incumbent.
2. To be president of Fresno State College, F. W. Thomas, incumbent.
3. To be president of Humboldt State College, A. S. Gist, incumbent.
4. To be president of San Diego State College, W. R. Hepner, incumbent.
5. To be president of San Francisco State College, A. C. Roberts, incumbent.
6. To be president of San Jose State College, T. W. MacQuarrie, incumbent.
7. To be president of Santa Barbara State College, C. L. Phelps, incumbent.
8. To be principal of California School for the Blind, Richard S. French, incumbent.
9. To be principal of California School for the Deaf, Elwood A. Stevenson, incumbent.

The State Board of Education authorized the appointment of a special committee of the board, consisting of Mrs. Florence C. Porter, Miss Alice Rose Power, and J. R. Gabbert, to review a codification and annotation of the rules and regulations of the State Board of Education as they have to do with the administration of public education in California. This committee is also authorized to coöperate with the committee of the State Department of Education and the committees of the Public School Business Officials of California and the California Association of Public School Trustees in the preparation of a handbook of business administration of public schools and a handbook for school trustees.

The State Board of Education adjourned April 1, 1936, to meet in regular quarterly session at a time and place to be determined by the president and secretary.

Respectfully submitted,

V. Kersey, *Secretary.*

YESTERDAY
THE FOUNDATION OF TODAY

by

AKER, NELSON, *and* AKER

An elementary history organized on a new basis. Special units on Art, Science, Government, and Social Institutions.

The unit system has been followed with the proper integration and correlation of subject matter.

The text has been carefully checked with the vocabulary of children of fifth and sixth grades.

The illustrations have been selected to add to the value of the text.

This book has met with immediate approval. It is the type of book needed to meet the requirements of modern education.

466 Pages Size 5½"x7½"
140 illustrations
Price, $1.32

Send for catalogs of Western Books by Western Authors to

HARR WAGNER PUBLISHING COMPANY
609 Mission Street San Francisco, California

Spoken Drills and Tests in English

By MABEL VINSON CAGE

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. **Oral** drills for **speech** correctness train ear and tongue (rather than eye and fountain pen!).
2. **Oral** examinations not only test, but reinforce.
3. **Interest** comes through competition.
4. **Repetition** is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California.

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage. Take elevator upstairs.

Single ..... $2.00—$2.50
Double ..... $3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLII, No. 4 | SAN FRANCISCO, APRIL, 1936 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

SALT LAKE CITY, Utah, calls itself the most beautiful city in the world. In mid-February, with snow falling all around, the Wasatch Mountains and valley floor was a blanket of white, with the spires of the temple streaked with snow, with the dome of the State Capitol massedly covered with flakes, with snow piled upon the lawns in the residential sections, with airplanes grounded and roads east through the Rockies to Cheyenne closed, Salt Lake City becomes an eerie city in a world given over to storm and travail. And in the evening, through the falling snow the lights of Main Street gleam and crowds continue to attend the theaters and cold water rushes down the gutters.

Utah, with its background of Mormon settlement, always has held education in high repute. Within recent years the Mormon Church and state have come closer together with the relinquishment of members of church schools to the control and support of the state. Economizing in 1932, the management of three church institutions—Snow College at Ephraim, Weber College at Ogden, and Dixie College at St. George—were assumed by the State Department of Education and became state junior colleges.

Utah as a state is more and more stressing education of the youth of the land as a nonpartisan duty of the citizenry. The move is on to divorce entirely the state educational system from partisan politics. On March 1, 1935, was organized the first nonpolitical elected State Board of Education.

The State Board of Education now is of nine nonpartisan members, with the State Superintendent of Public Instruction, still an elected political official, an ex-officio member. The manner of the choice of these State Board of Education members is of this fashion: The State of Utah is divided into seven judicial districts. At the call of the Governor the trustees, nonpartisanly chosen, of each of these districts meet once every seven years in the presence of the Governor and elect one of their members, in the case of six of the districts, and three members in the case of the Salt Lake judicial district, to the State Board of Education, which election the Governor certifies.

To put the system in operation last year, the Governor had to call elections in all of the seven districts, and members were elected for terms of from one to seven years in order to set up the proper rotation.

The next move before the State of Utah is to make the entire State Department of Education nonpolitical in its appointment. Three constitutional amendments are before the state at the next election, which provide for the deletion of the name of the State Superintendent of Public Instruction from the list of elective state public officials. If the amendments pass, the State Legislature must then enact a law giving the State Board of Education power to appoint a State Director of Education. With the law as it is now, the next election still calls for the election of a State Superintendent of Public Instruction. Charles H. Skidmore, the present incumbent, a Democrat, will run again for reëlection. The supposition is that if he is reëlected and the amendments carry, he will be appointed to the state education directorship.

Charles H. Skidmore, State Superintendent of Public Instruction of Utah during the three years of his first term as head of Utah's educational system, has continued the progressive educational program of his predecessor, Doctor D. C. Jensen, now superintendent of the Jordan District schools of Salt Lake County. He supported the successful movement for the reorganization of the Utah State Board of Education, he has carried on the consolidation of school districts, increased transportation facilities for pupils, advocated economy of school budgets commensurate with true educational growth, aided in emergency relief, and upheld compulsory attendance. To the state department he has added a health department, with a director in charge of health education throughout the state. Another move of importance has been the organization of a voluntary group of some thirty prominent educators of Utah into an organization for the study of curriculum problems. This group is concerned primarily with questions of articulation between the lower schools and higher schools, the putting into operation of the newer phases of education, and the desire to aid in real educational research. H. Warren Taylor, assistant superintendent of the state department, is chairman of this group.

Superintendent Skidmore is a graduate of the Brigham Young College at Logan. He has done extensive work at Columbia University and Pacific Coast universities. He has been teacher, principal, and superintendent of schools in Utah. He has given courses in education in many of that state's higher educational institutions. For five years he was superintendent of the Granite District schools of Salt Lake County, one of the largest units in Utah, a district eighty by a hundred miles. He was superintendent of the Box Elder County schools when he was elected to the state superintendency three years ago upon the Democratic ticket.

Doctor Calvin Smith, Superintendent of the Granite District schools, Salt Lake County, is one of Utah's foremost educators in the field of the social studies and English.

H. A. Dixon, Superintendent of the Provo, Utah, schools, and W. Karl Hopkins, Superintendent of the Ogden, Utah, schools, are heads of the third and second largest school systems of that state.

AN AUTOMOBILE RIDE this last mid-February from Reno, Nev., to Greeley, Colo., through Salt Lake City and the Wyoming towns of Evanston, Rock Springs, Laramie and Cheyenne, was a thousand-mile ride through fields and mountains of snow. The joy of riding fifty miles from nowhere in a snowstorm, with eight-foot banks of snow on either side, vision fifty feet ahead, and the road a massed white bank, can only be equaled in wishing to be on the wide boulevards in sunshine riding to San Diego from Los Angeles.

A. J. STOUT, Superintendent of the Topeka, Kas., city schools, has served in educational capacities in that system for thirty-six years, the last eighteen of them as City Superintendent of Schools. Previous to the superintendency, Doctor Stout was principal for many years of the Topeka High School.

The high educational repute of the Topeka schools has been due to Doctor Stout's continual efforts toward better educational facilities and curriculum standards. The city system enrolls around 13,000 students in one senior high school, six junior high schools, and twenty-five elementary schools.

The Topeka Senior High School, finished in 1931, costing in the neighborhood of $1,800,000 for land and building and equipment, is still considered one of the best high-school educational units in the United States. This high school has a library equal to many a college library, a cafeteria seating 800 persons, many other special rooms in addition to regular classrooms and laboratories. At the present moment Doctor Stout is working upon another new junior high school plant that will cost approximately $380,000. This past year Washburn College recognized Doctor Stout's educational work by conferring upon him an honorary doctor's degree.

DOCTOR HELEN DAVIS, director of the training school at the Colorado State College of Education at Greeley, Colo., was for a year in 1922–23 at the San Francisco State College, when Doctor Burke was head of that institution.

DOCTOR JAMES CLOVE, Superintendent of the Murray City, Utah, schools, has done a large amount of educational research work at the University of Southern California.

THE LARAMIE, WYO., city schools, under Superintendent A. A. Slade, are placed among the first districts in Wyoming as to financial condition.

CHEYENNE, WYO., is another of those cities in the United States that can boast that its Superintendent of Schools is a Hoosier. A. S. Jessup, Superintendent of Cheyenne since 1918, is a native of Indiana and a graduate of Indiana University. He holds also an M.A. degree from the University of Colorado, received in 1926. Previous to coming to Wyoming, Mr. Jessup taught in Indiana four years, was principal of the Holyoke, Colo., High School four years, was Superintendent of Schools at Central City, Colo., and from there he went to the principalship of the Cheyenne High School for one year before he was elected to the superintendency there.

Superintendent Jessup's work at Cheyenne has been characterized by a threefold program of forming a consolidated system of schools in his district, erecting new buildings, and of inaugurating and continuing a progressive educational program.

The Cheyenne district is fifteen by twenty miles. Previous to highway construction, the pupils were educated in small schools scattered throughout the district. In 1921 Superintendent Jessup and his Board of Education were convinced that transportation was feasible, and so the children far out of town were brought into the city schools. The cost proved less than the maintaining of small separate outlying schools and the children were better educated. Now eight busses handle the transportation problems.

The Cheyenne system is composed of one senior high school, one junior high school, and five elementary schools, with a school enrollment of 4100 pupils, with 122 teachers in charge. From 1920 to 1929 Mr. Jessup was involved in a building program in which five buildings were erected at a cost of more than a million dollars. Among these structures was a new senior high-school plant and a new junior high-school building.

Superintendent Jessup has been stressing the cultural side of education. He has felt that the material side has been stressed too much of late and that the schools should take a more prominent part again in training for the joys of real living.

H. D. ELDRIDGE has been Superintendent of the Greeley, Colo., city schools for the past eleven years. During that time, as head of a system in a town noted for its teacher training institution (now known as the Colorado State College of Education), Mr. Eldridge has kept Greeley abreast of the times in administrative policies, equipment, and curriculum developments.

Particularly in curriculum work during the past three years, Superintendent Eldridge has evolved a very practical set-up for carrying on such a program in smaller or larger cities not having designated departments for the furthering of curriculum matters. The past three-year program has dealt with junior and senior high-school problems.

The plan of organization is simple. A curriculum council is composed of the superintendent, the director of secondary education, the director of instruction, the principals of the junior and senior high-school divisions, the curriculum group chairman and sub-chairman, and the principals of the elementary schools. This council holds bimonthly meetings and formulates policies, coördinates the work of curriculum groups, adopts a working philosophy, develops fundamental curriculum objectives, evaluates group activities, and directs the curriculum revision.

The curriculum groups are composed of those considering language, science, vocational arts, recreational arts, and social service. These groups meet every two weeks. Every teacher in the junior and senior high schools is assigned to one of these groups. With the curriculum chairman in charge, these groups take up the actual consideration of curriculum problems and make recommendations to the curriculum council. The three years' work of these groups has evolved a curriculum that attempts to interpret modern life and to prepare for living in it.

The Greeley system cares for 3200 pupils in one senior high school, one junior high school, and seven elementary schools. There are 125 teachers employed.

KANSAS, educationally, among the commonwealths of the United States, has been always among the leaders. With W. T. Markham, State Superintendent of Public Instruction, in charge of the state's educational forces, the terrific problems of lessened school support in Kansas since the depression have been attacked vigorously, but so far without the solving of the problem. Superintendent Markham has had the

Three Great Books About California and the Far West

TREASURE EXPRESS

EPIC DAYS OF THE WELLS FARGO

By NEILL C. WILSON

The story of the rise of Wells Fargo and other express in California and the Southwest during the exciting days from discovery of gold to the completion of continental railways. Here is half a century of vivid, episodic frontier history told with gusto—the thrilling account of the rogues and highwaymen who plundered all kinds of treasure transports, hoof, wheel, or steam driven. $2.50.

SNOW COVERED WAGONS

THE DONNER PARTY EXPEDITION

By JULIA C. ALTROCCHI

A pioneer epic in verse! Here, in the poignant story of the Donner Party Expedition of 1846, is epitomized all the adventure, the glory, the abasements of the whole Western movement in American history. $2.50.

"Certainly, this is an important contribution to the great American epic." —Joseph Henry Jackson, San Francisco *Chronicle*.

SUTTER OF CALIFORNIA

By JULIAN DANA

Here is the story of General John A. Sutter, Father of California, who began life as a printer and became the undisputed lord of a feudal kingdom of a million acres. $3.50.

"It is a thrilling, dramatic, colorful story of a man and of an era, that is in itself one of the most colorful periods in American history."—Boston *Transcript*.

(AT ALL BOOKSTORES)

THE MACMILLAN COMPANY

350 Mission Street **San Francisco**

support of the school people of his state, as his years of leadership have shown him capable, friendly, and an able exponent of educational progress. In the midwest Superintendent Markham is ranked as one of the section's great educational leaders.

The problem of educational support in Kansas is a seventy-four-year-old one, the life of the commonwealth's statehood. Public schools in Kansas have since the first been supported by local tax levies, with no state support. With the number of districts in Kansas totaling 8695, according to 1934 records, and with 7282 of them being one-teacher districts in rural areas, with 179,356 pupils enrolled, the problem of their support became most acute with the rapid decline of agriculture assessment rolls. With 1163 districts with an assessment of $100,000 or less and another group of 2003 districts with an assessment roll of $100,000 to $150,000 with a statutory tax limitation of district support at six mills, and no state support, it can be easily seen how the average salary in Kansas of elementary teachers is now $444, and some 500 schools are now in March closing after only a few months of school in the fall and winter. It might be said that this picture does not apply to the larger cities of Kansas, where the valuation is sufficient to continue the support of education upon a high standard.

Superintendent Markham's plan for remedying the situation consisted of the following program: (1) A plan whereby the state might be redistricted, thus providing an area and valuation sufficient in each district to be economically and educationally efficient. (2) A plan for raising revenue from indirect sources sufficient to create an equalization fund large enough to guarantee an equality of educational opportunity to every boy and girl in Kansas, irrespective of his place of residence. (3) A plan providing for the removal of partisan politics in the office of both state and county superintendent, and providing for the election of said superintendents by the people on a nonpartisan ballot. (4) A plan providing for a revision of the certification laws, thus making it possible to reduce materially the number of certificating bodies and provide for a uniform system of certification and teacher training.

This was the program of 1934 before the State Legislature. It did not pass, with the consequences noted above of average elementary teacher salaries below subsistance levels and hundreds of closed schools. The allegation has been made in press and on platform that Governor Landon, now a condidate for the nomination of President of one of the main political parties, has been against education. The only thing, in truth, that can be said is that he did not come to the support of the schools and try to alleviate distress. The belief is that, if he had, the Kansas Legislature would have attacked the problem and solved it.

* * *

The Santa Barbara County schools, under County Superintendent Mrs. Muriel Edwards, and the Santa Barbara city schools, under Superintendent Curtis E. Warren, are making plans for the continuation of their curriculum revision work which was commenced last fall. A three-year program is contemplated to be continued under the leadership of the Stanford University Education Department. This is the first time in California that a large county and a large city have attempted to solve their curriculum problems together. In this case it is proving very profitable, since one-half of Santa Barbara County is also in the Santa Barbara City High-School District.

The plans being considered for next year have to do with methods of procedure, definite dates for the lectures from Stanford University, and the sources of the defrayal of the cost of the enterprise. In the matter of procedures, plans are being set up for study groups that are to work in committees under the leadership of the director of rural education for Santa Barbara County, Miss Lelia Taggart. These committees are to make plans that are to be tried out in the schools and further checked and evaluated. Organization is based largely on that of the Virginia program.

The cost of the program is to be met by moneys from various sources. Mrs. Edwards is allotting for the work all

All aboard!

Low summer fares east start May 15.

Summer heat abolished on Southern Pacific.

A train trip east now costs less than many a vacation spent near home. And starting May 15, fares go even lower.

Here are examples of summer round-trip fares in effect from May 15 to October 15, with a return limit of October 31: $86 to Chicago and back in luxurious standard Pullmans, plus berth; $68.80 in clean, comfortable tourist sleeping cars; $57.35 in modern chair cars and coaches. Similar fares to all eastern cities.

At these fares, you can use Southern Pacific's four Scenic Routes to *go one way and return another,* thus seeing a different part of the United States each way for little or no extra rail fare.

Cool, clean, quiet

Many Southern Pacific trains are completely air-conditioned now (see map at right). Many more will be air-conditioned by summer. The "weather" inside these trains is always just right, regardless of the temperature outside. Dust, dirt and smoke are filtered out. Noise is deadened.

Take your car

No one enjoys a long, hot, tiresome drive across the continent. But many people want their car when they arrive. Southern Pacific's "Check Your Car" plan solves this problem. You ride fast, air-conditioned trains. Your car goes fast freight. The cost—two First Class tickets (one for you and one for one other person), plus a ticket for the car at the rate of 3.6¢ a mile.

See two expositions

In your trip east, you can include two great expositions—the California Exposition at San Diego (now until Sept. 9) and the Texas Centennial at Dallas (June 6 to Nov. 29). Both are directly served by Southern Pacific.

Free travel service

For detailed information about fares, accommodations and routes, write F. S. McGinnis, Dept. WJ-4, 65 Market St., San Francisco. Or see your Southern Pacific agent.

Southern Pacific

institute funds. The Santa Barbara city schools are contributing their share as well as high-school districts and elementary school districts not under the direct control of the County Superintendent of Schools.

The Stanford University Education Department, under Dean Grayson N. Kefauver, is planning to have the following men assigned for work in this curriculum work: Harold Curtis Hand, assistant professor of education; Paul R. Hanna, associate professor of education; Holland D. Roberts, acting assistant professor of education; Fred G. Anibal, acting assistant professor of education; and Walter Vincent Kaulfers, acting assistant professor of education. As in the past, the men will give two days at a time in assisting in the curriculum work both by analysis of classroom procedures in the classroom and by leading discussion at committee meetings. The meetings will continue to be held both in Santa Barbara and Santa Maria.

THE GROWTH of population of San Diego County in the Vista area and along the coastside among the towns of Carlsbad, Encinitas, Del Mar, Santa Fe, and Cardiff resulted these past few months in successful movements for the formation of two new high-school districts out of the Oceanside Union High School District. In the Vista region, the elementary districts of Buena, Delpy, and Vista formed the Vista Union High-School District and on the coastside the elementary districts of Cardiff, Del Mar, Encinitas, Green Valley, Olivenhaire, Rancho Santa Fe, and San Dieguito formed the San Dieguito Union High School District.

Simply by following the provisions of existing school law, the citizens were able to form these two new high-school districts. Miss Ada York, Superintendent of San Diego County, merely carried out the state law in this regard. The law provides that a portion of a district may petition the Board of Supervisors to withdraw if the movement has the approval of the majority of the high-school board, a petition signed by two-thirds of the voters of the portion desiring exclusion and one-half of the voters of the entire district. These provisions were easily secured. In the Vista section, after the approval of the petition by the Board of Supervisors, a vote was held to form the district, and only four voters were registered against the movement. Later, on February 20, a High School Board of Education meeting was held. On the coastside the vote was almost equally unanimous.

At Vista, Sylvester B. Hattrup, District Superintendent, now has the ninth year in a junior high-school set-up. Next year he intends to add the tenth year, while eleventh and twelfth year students of the district will continue until graduation at the Oceanside High School, with the Vista District contracting with the Oceanside District for their tuition. At Vista, Mr. Hattrup plans a six-six organization, with one building elementary and the other eventually a complete junior-senior high school.

No definite plans have as yet been made as to the site of the San Dieguito Union High School. It is expected that the school will be in the Cardiff area, which is the most central location. Bonds for school buildings and purchase of land are to be considered soon.

AT SAN DIEGO, January 22, was started a WPA project of a visual education center under the direction of Supervisor J. D. Knight. Miss Ada York, San Diego County Superintendent, hopes that this start will be the nucleus of a county visual education department that eventually will be financed by the county.

L. JOHN NUTTALL, JR., Superintendent of Salt Lake City schools for the past four years, this year is on his thirtieth lap as a school man. A Utahan by birth, a graduate of Teachers' College, Columbia University, the gamut of his teaching experience has been that of teacher, principal, county superintendent, dean of agriculture at the Brigham Young University, and professor of the University of Utah. It was from the latter position that he was drafted for the Salt Lake City superintendency four years ago. His greatest work of the past four years has been solving the educational problems arising out of the depression. With things brightening economically, Mr. Nuttall is looking forward to a still better educational program. Salt Lake City calls itself the most beautiful city in the world, and it also boasts of a school population of 33,000, handled in three senior high schools, eight junior high schools, and thirty-one elementary schools.

THE WARNER SCHOOL DISTRICT of San Diego County recently has been enlarged by taking in all the territory of the Warner Indian Reservation. This was done by carrying out the provisions of Section 2150 of the School Code of California. Portions of Spencer Valley, Santa Ysabel, Mesa Grande, and Julian were annexed to the Warner District. In this district is the Vulcan Indian School of forty-two pupils. These pupils will not attend the Warner School. The plan is to secure a federal appropriation for a new building at Warner's, because that district is now educating the Indian children.

THE SOUTH SAN FRANCISCO Junior–Senior High School is in its twelfth year under the leadership of Guy J. Roney, district superintendent. These past twelve years has shown a great growth both in plant and student body at South San Francisco. Twelve years ago Mr. Roney took over a system that consisted of one school building on a campus of three acres, sixteen teachers, and 295 pupils. The coming semester of this year will see an enrollment of around 725 students in the South San Francisco Junior–Senior High School, housed in three buildings upon a seven and a half acre campus, with twenty-six instructors in charge.

The third building of the plant was constructed and put into use this past year. This structure was built at an expense of $75,000. It is the only newly constructed reinforced concrete earthquake school structure erected within the limits of San Mateo County. The building on the first level contains the girls' physical education locker-room, girls' physical education director's office, and the girls' shower-room, with forty-eight individual showers. The director's office is so arranged that it has control of the entire suite. On this same level is the janitor's supply room and on the other side of a hallway is a lunchroom that is going to be operated by the P.–T. A. as a cafeteria. A modern boiler-room is located in this part of the building also.

On the second level the building has been divided into three sections. One-third of the second floor is given to hallway and two classrooms. The other two-thirds of the space has been divided into two large areas with a sound proof wall that can be raised between them. On one side of this wall is a regulation gymnasium with outside entrance; on the other side of the wall is a bandroom, also with outside entrance. When necessary the two rooms can be thrown together, giving a large assembly area. On the third floor are four classrooms and the superintendent's office. North of this new building is the school's football field and track—one of the finest layouts in California. The football field is finely turfed with one of the best lawns we have ever seen upon football grounds.

The entire plan of the South San Francisco Junior–Senior High School campus is unique. The campus is upon a hillside and three terraces have been graded for the school's use. Upon the first terrace are the technical buildings, the boys' gymnasium and physical education quarters, and tennis courts. The middle terrace contains the academic buildings and soccer field. The third terrace contains the football field and track.

Mr. Roney attributes the marvelous growth of the school both in physical aspects and educational matters to the support of the seven thousand citizens of South San Francisco. These citizens in their Board of Education, consisting of H. A. Cavassa, J. O. McMills, and B. J. Rodondi, have done their best to bring a modern secondary education system to South San Francisco.

(Continued on Page 45)

SECONDARY PRINCIPALS' CONFERENCE

By AUBREY A. DOUGLASS,
Chief, Division of Secondary Education.

The annual conference of secondary school principals called annually by State Superintendent Vierling Kersey convened in Pasadena on April 2, 3, and 4. The sessions were held in the Municipal Auditorium and the McKinley Junior High School, while headquarters were maintained at the Hotel Maryland. Attendance, which included a number of vice principals, supervisors, and teachers, as well as laymen, totaled well over nine hundred. The high school principals of the neighboring State of Arizona had been invited to participate in the conference, and many of them were present.

The central theme was the curriculum and attendant problems. Much stress was placed upon materials of instruction, upon methods of evaluating such materials, and upon procedures of learning and instruction. After the general sessions on Thursday, which all attended, three groups were formed in which the theme of the conference was considered with reference to specific applications and inferences. These groups were principals of junior, senior, and four-year high schools; principals and directors of junior colleges; and administrators of adult and continuation education. The Western Association of Colleges and Secondary Schools, in session on Saturday afternoon, also followed the general theme by giving special consideration to the plans of a statewide committee the function of which will be to stimulate the incorporation of guidance methods into the practices of the classroom and to the work of the national commission on secondary school standards.

In the opening session, addresses were delivered by Superintendent John A. Sexson, State Superintendent Vierling Kersey, and Aubrey A. Douglass, chief of the Division of Secondary Education. Stress was placed upon progress made in improving the curriculum, the value of a progressive and continuous attack upon curricular problems, the place of the school in a society that is becoming more and more social, and the necessity of dividing the public income in such a way that education may receive a just share. On Thursday afternoon a second general session was given over to a symposium on the new curriculum. The presentations, followed by a panel discussion, dealt with the philosophy of the curriculum, organization in the junior and in the senior high school, evaluation of results, and the question of college entrance.

Specific attention in the section meetings, on Friday morning was devoted to teaching materials. In the section meetings attended by junior, senior, and four-year high school principals, specific examples of units of instruction which had been developed under classroom conditions were presented. In the junior college section, discussion was led by Dean Malcolm MacLeon, of the General College of the University of Minnesota; in the section on adult and continuation education, George C. Mann served as leader.

The general session of the Association of Secondary School Principals, held Friday afternoon, was devoted to the articulation of the secondary school with the elementary school, the college, the adolescent himself, and with certain extra school agencies. Business matters were also disposed of. The Junior College and the Adult Education sections continued the themes of their morning sessions. Saturday morning was given over to curricular, instructional, and administrative problems, considered in section meetings.

Numerous breakfast, luncheon, and dinner meetings were held, and those in attendance were uniform in their praise of the programs. Music for these gatherings and for the general sessions, provided largely by the Pasadena Public Schools and by the Lincoln High School of Los Angeles, was excellently selected and rendered. Other high lights of the conference were three radio broadcasts and daily newspaper accounts of the programs, provided by the journalism class of the Pasadena Junior College.

The citizens of Pasadena proved to be excellent hosts. The Municipal Auditorium was placed at the disposal of the conference. The committee of the Chamber of Commerce and the local committee on arrangements, headed by Principal Arthur C. Brown, anticipated and provided for every need of those in attendance.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town
Shopping District, San Francisco

Chinatown and Famous Restaurants
Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station
and Southern Pacific Station

Located At
SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service
of Continental Flavor

250 Rooms

Management SAM D. ADKISSON

The Western Journal of Education

HARR WAGNER, Editor

OFFICIAL DEPARTMENT — Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

Published monthly. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

J. W. Fricke & Company

SCHOOL FURNITURE
BLACKBOARDS
PLAYGROUND EQUIPMENT

Phone SUtter 8854
420 Market Street
San Francisco

ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION

THE CALIFORNIA Elementary School Principals' Association met at Carmel April 4. This was a meeting of the state organization and was attended by representatives from widely scattered portions of California. The southern part of the state had numerous representatives, which included Mrs. Gertrude G. Howard of Inglewood, Miss Howardine Hoffman of Chino, Mrs. Rose Mann Smith of Los Angeles. Sacramento broke the record of attendance in having thirteen of the sixteen principals present and Leo B. Baisden, assistant superintendent. The Central Coast Section broke the record for increased membership by jumping from 110 members last year to 180 this year.

Clarence Spencer, deputy superintendent and supervisor of visual education in Tulare County, was there and reported four principals from Tulare County in attendance. The Bay Section was represented by Miss Bertha Roberts, deputy superintendent of schools, and Miss Susie Convery, Miss Julia C. Coffey, Miss Susie A. Ward, Miss Carrie Daly, and Miss Louise M. Lombard. Miss Charlotte Estes unfortunately was ill and unable to attend the meeting. James Force, County Superintendent of Monterey, made the address of welcome to the visiting principals.

There were about ninety people in attendance. Otto W. Bardarson, state president of the association, and principal of the Carmel Elementary School, was a successful and efficient presiding officer who succeeded in closing the morning session ten minutes before twelve o'clock. In twelve years of attending meetings this is the first time the writer ever witnessed this unusual feat.

Fred Zimmerman of the Oakland schools was chairman of the resolutions committee. The election of new officers was as follows: For state president, William Burkhart of the Coloma School, Sacramento; vice president, Gertrude G. Howard of Inglewood; secretary, Blanch Lucas; treasurer, Miss Erma Pivetti of Hollister; board of directors and executive committee, Otto Bardarson, Ray Rollin Wilson, Harry Hall, and Roxie Alexander. Mr. Birch of Willows, president of the Northern Section, was present at all of the meetings. Roy Cloud, secretary of the C. T. A., gave a very illuminating talk on legislative problems, discussing particularly the suggested tenure law. Miss Helen Heffernan made the statement that no group in the state was contributing more to the progress of education than the elementary school principals. She stated that the personalities of children are being determined during the time in which they are under the guidance of those in charge of the elementary schools. The Elementary School Principals' Association reported a membership of 869 at the date of this meeting. They are expecting to reach 900 before the close of the year. It is an energetic and growing group which is unquestionably advancing the cause of education in California.

Reports of section presidents had first place on the morning program, and were interesting for the evidence of growth in enrollment in various districts.

Reports of committees followed. Among them the report of Howardine Hoffman, chairman of the committee on the status of elementary school principals, was of special interest. Lively discussion of the subject in all sections of the state was reported. The objectives which the elementary school principal should strive to reach were summed up in a resolution which was adopted by the state association. This resolution had been adopted first by the Southern Section last March, as formulated by their committee—Howardine G. Hoffman, chairman, Chino; William L. Scalapino, Santa Barbara; Wilhelmina Van de Goorberg, Los Angeles; Agnes F. Quick, Long Beach; Lee Roy Hall, Pasadena; Peter Snyder, San Diego.

These objectives were: (1) Training, college degree, and graduate work; (2) salary, commensurate to profession status; (3) adequate clerical assistance; (4) administrative and supervisorial relationships to be clearly defined as to the authority and responsibility of the principal; (5) community relationships to be established by the principal to insure coöperation and confidence between school and community; (6) personality and appearance of principal to indicate health, right living, and good judgment; (7) every principal to be an ambassador of education in all community contacts; (8) to be a growing, dynamic person; (9) ready with hearty professional coöperation; (10) enrolled in a program of self-improvement.

In addition to this statement of objectives, the resolution further provided for the continuing study of salary schedules; for the endeavor to obtain professional courses especially planned for elementary school principals; for an effort toward elimination of credentials based on county board examinations.

It was pointed out in the report of the chairman that under the heading of "Training" it is not an object to eliminate principals now in service, but that it is a goal to be striven for in the future. Hope was expressed that statewide interest and participation in this program would insure improvement in the professonal status of principals.

Other reports of committees included the two reports of Frank Smith, principal of the John Muir School, Sacramento, and chairman of the committee on research and of the committee on the state textbook situation.

Miss Gertrude G. Howard's report for the committee on the 1936 yearbook included the following statement:

> Assuming that most recent changes in educational practice have come about as the result of new findings, concepts, and attitudes in the biological, psychological, and sociological sciences, key articles from an expert in each of these fields have been secured and sent to contributors for their guidance in preparing an article.
>
> The Yearbook is neither an exhaustive treatment of the subject nor a complete sampling of the major trends in the elementary education of California. It is rather a collection of some of the worthwhile developments in different parts of the state, and it is hoped will serve as a stimulus to improved practices on the part of those who read the book. Sections of the book are as follows:
>
> Section I—"Bases for Change."
> Section II—"Modern School Programs."
> Section III—"Improved School Environment."
> Section IV—"Our Changing Curriculum."
> Section V—"Home and School Relationships."
> Section VI—"Our Association at Work."

Mr. Adin Henderson, principal of the El Dorado School, Sacramento, was appointed editor of the 1937 yearbook.

In the afternoon session Miss Helen Heffernan, chief, Division of Elementary Education and Rural Schools, State Department of Education, read a paper on the subject of the relation of the State Department of Education to the elementary school situation. The specific topic of discussion was "Major Trends in Elementary Education." Miss Heffernan touched in turn upon a number of trends which seem of importance in the school as it is functioning today; beginning with improved school environment, including school buildings, rooms, playgrounds, workshops, and materials, and the community environment. Parallel with her discussion of these points she tabulated the bulletins and other helps which principals can obtain from the State Department of Education in meeting the need for this improved school environment. This same method of presentation was followed throughout the paper. The trends further discussed were curriculum, shifting from school subjects to training in the art of human beings living together successfully, and increasingly organized in terms of maturational levels rather than of grades; social studies; science; language; arts. In connection with each of these topics a list was given of helpful material available from the state office.

The now well established trend toward teaching through experience and the centering of this experience around "units" of work, lead naturally to the problem of books and the need for a considerably richer resource in the library than is at present available. Visual aids, creative play, individual guidance of puplis to prevent maladjustment, school organization, size of classes, reports to parents, home and school relationships, community coöperation, and the responsibility of the principals for leadership in dealing with all these problems, were the topics with which the discussion closed.

This paper, so full of vital interest for all members of the principals' association, was given with much informal comment and elaboration of points as they were presented. But the main body of the discussion was contained in mimeographed copies which were at hand for distribution. Although a large supply of these copies had been provided, so great was the interest in the subject that the supply proved considerably less than the demand. However, additional copies may be had by request from the state office. To make the best use of the suggestions offered, it would be necessary to have a copy of the paper, for its content was closely coördinated with the references given to material available from the state office.

Miss Heffernan knows how to present the most academic subjects with a delightful use of force and humor. Her skill as a speaker has added to her national reputation as an educational leader.

Santa Barbara School of
NATURE STUDY
•
FIELD SESSION AUGUST 3-14, 1936.
For Full Information, write
HARRINGTON WELLS,
Director
Santa Barbara State College

STATE DEPARTMENT CONFERENCE ON INSTRUCTION

During the week, March 9–13, the California State Department of Education conducted one of the most unique educational conferences ever held in California. Approximately twelve hundred educators attended the conferences held at the Hotel Biltmore, Los Angeles, during the first three days of the conference period, and many took advantage of the program of visiting which was arranged for the last two days of the session.

The unique feature of this conference on instruction was the fact that it included all levels of the public school system from the nursery and preschool period through junior college education. It was designed, further, to include all the special interests represented in the educational group. The purpose of the department in this arrangement was to lay the foundations for a thorough integration of the total state school system.

Three general sessions were held. The first was devoted to a discussion of the purposes, plans, and accomplishments of the statewide committee appointed by Superintendent Vierling Kersey on "Scope and Sequence of Major Units of Learning in the Curriculum." This committee will undertake the preparation of a recommendation to all the schools of the state concerning the scope of the public school curriculum and the placement of each unit in the light of research evidence on the maturation levels of childhood and youth. The great mobility of pupil population in California, the evident overlapping in curriculum organization which occurs as between the elementary school and the secondary school, makes such a recommendation imperative.

General problems of the training of teachers for the responsibilities of the new type of educational program constituted the central theme for the second general session. Not only was the picture of the professional education of teachers drawn in the clearest outlines, but the specific application of the philosophy of teacher education was given definite application in the three fields of English, music, and æsthetics.

The third general session was devoted to the consideration of two major topics: the school's contribution to the development of a wholesome personality and the relation of the school to the other social agencies at work in communities for the welfare of childhood and youth.

Three half days were devoted to sectional meetings of the conference. The first series discussed the broad levels of the educational program; the second series considered the contributions of the various fields to the development of an integrated personality; the third series considered those environmental conditions and administratve services which contribute to the modern educational program.

Three of the sectional meetings—music, art, and rhythmic expression — presented actual demonstrations of pupils to illustrate the philosophy underlying the program. These and all sessions of the program were most enthusiastically received by overflow audiences.

Through the coöperation of the schools in Los Angeles city and county, an elaborate program of school visiting was planned as an integral part of the conference on instruction. Visitors were given an opportunity to see the schools in operation and to have conferences with the faculty of the school visited. Many supervisors and directors of instruction took advantage of this opportunity and large groups visited all types of educational institutions.

Supervisors of child welfare and attendance were included in the call for the conference and many interesting sections were devoted to such topics as the child guidance clinic, attendance and welfare work, child accounting, and pupil guidance.

The conference was the subject of much favorable comment by those in attendance, and the State Department of Education is to be complimented for the progressive leadership displayed in planning its comprehensive scope. The influence of such a meeting on educational practice throughout the state cannot be overestimated.

SANTA BARBARA NATURE STUDY

The Santa Barbara School of Nature Study calls itself "Southern California's only outdoor college." Under this attractive title it offers two weeks of summer work in the lovely outdoor world of Santa Barbara, on seashore, hillside, and mountains. University credit is given for courses in seashore life, bird life, botany, astronomy, physical science, gardens. Besides this wide choice of subjects for intensive observation and study, the students will fill the chinks of the busy two weeks with an equally wide choice of sports, archery, boating, swimming, golf, tennis, croquet, horseback riding, and mountain hikes. The famous Santa Barbara "Fiesta of Old Spanish Days" falls within the dates of this nature study session, August 3–14, so that the two weeks will be colored with the pageantry, the music, the dances, and the beauty of California's dearest inheritance, the idyllic days "before the Gringo came." One could hardly imagine a more delightful or more useful way of ending the summer holidays than to spend them in this "outdoor college."

CALIFORNIA SCHOOL OF FINE ARTS

Maintained by the San Francisco Art Association

CHESTNUT AND JONES STREETS
SAN FRANCISCO

SUMMER SESSION
June 22 to July 31

Mr. Maurice Sterne visiting instructor in figure drawing and painting. Courses in fine arts and Crafts. Normal Teacher Training Course.

Day and Night Classes

Full information by letter, telephone, or personal interview.

Write for catalogue.

LEE F. RANDOLPH, Director

ORdway 2640

The World of Music

includes a course for rural and consolidated schools

SINGING DAYS

A wealth of beautiful folk, festival and art songs, with song poems of great lyric grace, reflecting the spirit of music.

With two experts in rural education among the editors — Marguerite V. Hood of Montana and Glenn Gildersleeve of Delaware — this book specifically meets the needs of ungraded and consolidated schools.

To assist the teacher, a manual and phonograph records have been prepared.

For full information, write to

Ginn and Company

45 Second St., San Francisco California

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

Librarianship as a Career for Women

By SYDNEY B. MITCHELL,
*Director School of Librarianship, University of California.**

[*Copy of radio interview over KPO in program of California Federation of Women's Clubs, January 15, 1936, at 10:15 A.M.]

MRS. KATHLEEN THOMPSON: Continuing our series of interviews on "Careers for Women," and knowing that many of our listeners are interested in library work, we take pleasure this morning in introducing our guest, Mr. Sydney Mitchell, director of the School of Librarianship of the University of California, at Berkeley.

We believe librarianship offers varied opportunities to the woman whose inclination is toward it as a profession. The librarian of today is not merely a person who hands a book across the table, but a person who knows the book to give to each particular person because she knows both books and her community.

Mr. Mitchell, will you tell us of the personal qualifications and the degrees of ability required for library service, of the professional education and the formal training now required for it?

MR. M.: The personal qualities desirable in women librarians could best be ascertained by a study of those possessed by those who are most eminent in the profession. These are unfortunately in some cases not the particular librarians with whom readers come casually in contact. However, young people do meet excellent branch librarians, thoroughly qualified reference librarians, and young women at the loan desk whose friendly attitude and ability to assist them in the selection of their books suggest at least some of the personal characteristics desirable. It is too bad that sometimes their only contact with librarians has been in a mediocre college or public library, where they have met untrained and unfitted old ladies whose chief qualifications were that they were the sisters or cousins or aunts of those who had the power of appointment. In the past, certainly, too many quiet, mousy creatures have sought librarianship as a refuge from a too tough world. When librarians have appeared as characters in novels they are never depicted as adventurous people, they never commit murders or crimes of violence, but are always rather subdued, generally elderly ladies, genteel, and interested in books, but giving the impression of aloofness from people and from their communities. These novelists are simply writing of the librarians of their youth, of the pre-automobile and prelibrary-school days. They should spend an hour in a good modern library or look over the result of selection in a good university library school.

Most library schools now are able to select their students because they limit enrollment each year and have far more applicants than they can accept. In their selection they must consider a good college record, as that is the best index we have of intelligence. But, realizing that the majority of their students will eventually be working with people quite as much as with books, they try to pick not merely those interested in books and reading (that is essential), but those of pleasing personality and interest in people and in the possibilities of their informal continuing education through books. The opportunities for very quiet, reserved, introspective girls are not many, and these qualities must be combined with more than the average ability, thoroughness, and scholarship to give them a chance at the now relatively few inside jobs of cataloguing and bibliography where there is little or no contact with the public. What are mostly called for are strong, capable, pleasant young people who would be successful in many fields and who may develop the capacity for organization and management and the carrying out of library service under changing conditions.

MRS. T.: Are there no chances, Mr. Mitchell, in library work for those with some physical disability? I have known of one or two women who had to give up teaching because of deafness and who found places in libraries.

MR. M.: Before the depression, and particularly when there were fewer agencies for training librarians, when the supply was never equal to the demand, library work was occasionally a refuge for the somewhat disabled. Now, however, the field is so much more competitive that I have had reluctantly to tell those with any serious physical disability (and this would be equally true of the highly nervous, temperamental person) that our experience has been that they will rarely if ever get a chance at a job. There are rare exceptions, but it would be unwise for anyone to assume that she would be one of them.

MRS. T.: Do you consider that sex carries any disability?

MR. M.: Of course you mean, are they handicapped because they are women? In 90 per cent of the positions I am sure they are not. In public and county libraries there isn't the slightest evidence that a good woman cannot get to the top. On the Pacific Coast more than half the libraries in the ten largest cities are headed by women, and all the county libraries in California but one have women head librarians. They monopolize the school library field. Only as the heads of college libraries (other than women's colleges) and as university librarians do men have a decided advantage—one might almost say a monopoly. But even there the staffs are largely women.

MRS. T.: You have mentioned different library fields—what are they?

MR. M.: By far the largest one is that of the public library; generally this is a municipal institution, but sometimes, particularly in the West, it is a county library, supplying books to rural areas as well as to incorporated towns. In size these vary from small town libraries which can be made the intellectual centers of the community by capable young women who have the personal characteristics I have mentioned and who, by contact with schools, women's organizations, and their community in general, can make their institution a vital force. In the larger cities there are opportunities for administrative ability of a high order. Take for example the case of Miss Warren, librarian of the Los Angeles Public Library, with a main building, many branches and a staff of several hundred people under her direction. Library work in schools is a comparatively new field and undoubtedly one which is going to develop with the changing methods of education and the emphasis on initiative in study. Here the qualities called for will be those of a good teacher plus a broad knowledge of books as instruments of education. Large business corporations, departments of the state and federal government, are learning the value of trained librarians to organize the materials in print which will help specialists in their particular fields. The universities and colleges offer less numerous opportunities than the public library field, but they particularly can be interested in the services of those with more scholarly background, advanced study in some particular subject, and a knowledge of foreign languages. Opportunities for teaching librarianship are relatively few, but both in school libraries and in colleges there is a growing interest in and tendency to give courses to the student body in the use of book and libraries.

MRS. T.: Can you tell us something about the conditions of library service, salaries, vacations and such matters?

MR. M.: It is only fair to say that library salaries are too low for the education and training demanded. However, beginning salaries before 1930 rarely dropped below $1500 in California. Since then a good many of our students have accepted their first positions at 10 per cent or even 20 per cent less. Nor can rapid advancement be promised. Still the more capable people can certainly expect to work up to perhaps $2400 a year, and, for those who have executive ability, head librarianships run up into the four- and five-thousand dollar classes in the larger libraries. Hours of service vary from thirty-eight to forty-four hours a week, with from two weeks to a month's vacation, the later in universities and colleges, and to the regular school vacation in school libraries. Two decided considerations are—security of tenure and the pleasant atmosphere of books, with opportunities for continual mental stimulation and study.

MRS. T.: Does the supply of trained librarians exceed the demand for their services?

MR. M.: Before 1930 it did not, but it is doubtful if for some time the profession can absorb annually much over 1500 new people of professional grade. The facilities for training exceed this at present, which is one of the explanations why several of the schools are limiting their enrollment so as not to flood the market with young people who will have little chance of getting positions. I think it fair to say that supply and demand are much better adjusted than in many fields for women, particularly teaching. This trend toward state certification of librarians, the requirements of civil service in some places, and the increasing emphasis on training for librarianship are helping to keep such opportunities as there are for those who have fitted themselves.

MRS. T.: What do you recommend in the school and college curriculum of the young woman who plans to be a librarian?

MR. M.: School is rather early to begin specializing, though she had better take French and German and any course given by the school librarian in the use of the library. In college, after the first two years, during which time she should be sure to have a year of French and of German to meet the en-

trance requirements of many library schools, she will have to select some major subject or field of study. I cannot here too strongly emphasize the misconception that she must become an English major. This goes back to the genteel and literary tradition in librarianship, and while I would not discourage those who wish to major in that field, I would strongly encourage any prospective librarian who wishes to major in economics, political science or biology—just to take a few examples—to do this in the certainty that a subject instead of a literary major will be a valuable asset in libraries which no longer limit their reading to literature, but emphasize their collections in the social sciences and in other fields of modern interest. Outside of their major subjects, it is desirable to acquire a broad general education, taking survey courses whenever possible as a means toward this. Technique and skills in other fields are decidedly less important, as the librarian will get the technique of his own field in his professional education.

Mrs. T.: Can you tell us just a little about the professional education of the librarian?

Mr. M.: In recent years the library schools, particularly the accredited ones, have tended to go to the large universities. In some cases instruction is open to seniors, but the trend is certainly towards requiring an A.B. degree before the student is admitted to the basic curriculum of the library school, which is a college year in length. In a number of the better schools a good scholarship record in college, including a year of French and German, are also required. Cost varies from the almost free state universities up to $400 a year in private institutions of good standing. There are some opportunities for self-support, but these are usually limited and go altogether to those who have had some previous experience working in libraries. I would not recommend correspondence or extension courses for those planning to enter library work; in fact, they are hardly any longer available anywhere. To a limited degree they can be utilized for the training of those already in libraries or for further education in service. Summer school courses are mainly planned for school teachers who are giving part of their time to the school library or for those who are actually employed in libraries.

Mrs. T.: Where can those interested learn about the distribution and standing of library schools?

Mr. M.: I suggest that they write to the American Library Association, 520 North Michigan Avenue, Chicago. This professional organization maintains an accrediting board and can give advice to those wishing to enter the profession.

Mrs. T.: In concluding, Mr. Mitchell, is there anything else you think should be said?

Mr. M.: You will note that I have discussed only professional library service, for which four or five years of college are now required. There are, of course, clerical positions in libraries, to which I have given no consideration. Again, I have stressed public library service. Had I been talking to men, I would have given more emphasis to the opportunities for them in the university field. It should be evident that librarianship, like most professions, is a field for the most fit, offering little opportunity for the mediocre. The late Melvil Dewey used to say "You can't polish a pumpkin." The library schools don't want to try. This Melvil Dewey was a rather extraordinary person, a bit pecular in some of his ideas and ways, but full of energy and initiative. He started the first library school, the first library association, the first library journal, and lots of other things in libraries. He always had a quick comeback. When he was nearly eighty years old, a young librarian, wishing to compliment him on his initiative, said "Mr. Dewey, you were what we call a self-starter." Dewey shot back "We didn't have self-starters in my day; you had to use a crank."

Mrs. T.: Thank you, Mr. Mitchell, I am sure we have all been glad to have this information regarding librarianship as a career for women.

Fifth District Meeting, C. L. A.

A perfect spring day was selected by Miss Nancy C. Laugenour, librarian, Yolo County Library, for the meeting of the Fifth District, C. L. A., in Woodland. There was a large attendance. Miss Mabel Gillis, State Librarian, was present and took an active part in the discussions. Two former librarians of the Yolo County Library, Miss Stella Huntington of San Francisco and Miss Eleanor Hitt, assistant state librarian, were there and added interest to the occasion. A number of librarians and guests from outside the Fifth District attended the meeting.

The forenoon session was held in the Yolo County Courthouse, with Miss Laugenour, president, in charge, assisted by the secretary, Miss Lily Tilden of the State Library.

During an interesting business session Miss Ida Condit, librarian, Stockton Public Library, and chairman of the membership committee, C. L. A., reported a substantial increase in the number of members.

Miss Eleanor Hitt, representing Miss Cornelia D. Plaister, president, California Library Association, gave a concise statement of the plans for the annual meeting, April 29 to May 2, at Coronado.

Miss Grace Taylor, librarian, Sacramento City Free Library, reported numerous suggestions which had been made for a more distinctive name for the Fifth District, which comprises the counties of Alpine, Amador, Calaveras, El Dorado, Mono, Nevada, Placer, Sacramento, San Joaquin, and Yolo. As these counties savor of pioneer days and are largely in the Mother Lode, the suggestions centered around names pertaining to gold or pioneers. After considerable discussion, the name "The Golden Empire," was unanimously adopted. This appropriate designation had been submitted by Miss Laugenour, who gave the credit for the idea to Lindsay Van Tongeren, secretary, Yolo County Chamber of Commerce.

Miss Laugenour was elected nominator for the district and Miss Cornelia D. Provines, Sacramento County librarian, alternate.

Following the business session, three round tables were formed, with the following librarians directing the subjects to be discussed: "Library Branches," Miss Provines; "Work With Children," Mrs. Reita Campbell, Sacramento City Library; "Reference and Circulation," Miss Amy Boynton, Lodi Public Library. There was much interest displayed and lively discussions of the subjects.

Luncheon at Hotel Woodland was served in a dining-room beautifully decorated with spring flowers from the gardens of local residents. Vocal selections by Jack Deegan of Woodland during the luncheon hour added much to the enjoyment of the occasion.

(Continued on Page 15)

NEW GREGG BOOKS

All four books are now in process.

LOOK FORWARD TO THEM!

OUR BUSINESS LIFE
By Lloyd L. Jones.

A junior business text that recognizes the part played by the individual in business or in economic community life. It deals with the effective and efficient use of the common business services. The foundation which it builds for business-like living also serves as a foundation for further study of business subjects and for work in the business world. Filled with worth-while student activity, it generates enthusiasm for the course on the part of both the teacher and the student. Can be used with or without the correlated work book. Beautifully printed, profusely illustrated, and unusually readable.

SALESMANSHIP FOR EVERYBODY
By John T. A. Ely, Washington D. C., and Doctor Daniel Starch, New York City.

A salesmanship text that is well balanced and conforms to modern business situations. Written by a practical salesman and an international authority on advertising and salesmanship. Criticized by an outstanding salesmanship teacher, taught in mimeographed form by several secondary schools, and revised in the light of practical criticisms. References in the field of psychology have been checked by nationally known psychologists. The mechanical features of the book will satisfy the most exacting.

AN INTRODUCTION TO TRANSCRIPTION
By Elizabeth S. Adams, The Gregg Publishing Company, and Eleanor Skimin, Northern High School, Detroit, Michigan.

This book is a gratifying answer to a long-felt need for constructive material for building usable transcribing ability. For use at whatever point the teacher usually takes up transcription. Provides work each day to supplement the regular shorthand program over a period of about one semester. The short units of beautiful shorthand plates are preceded by clear instructions to the student. In the beginning, attention is called to English pitfalls, but gradually the student is thrown on his own resources in making the transcript. Spiral binding makes the book its own copyholder.

ECONOMICS — PRINCIPLES AND PROBLEMS
By Doctor Rudolf K. Michels, Hunter College, New York City.

A timely text which lays a foundation of fundamentals in a timely subject. Every phase of economics, a vitally important subject to our citizens today, is handled in a masterful way. The chapters on "Characteristics of Our Present Economic Society" and "Reform Proposals and the New Deal" bring a most important phase of our economic evolution right up to date. In no course is a late and authoritative textbook more desirable than in economics.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco
Boston Toronto London Sydney

A GREGG BOOK IS A GOOD BOOK

WESTERN SCHOOL NEWS

PRESIDENT ARCHIBALD J. CLOUD, San Francisco Junior College, in the appointment of George L. Green to a place on the faculty of the college, has given an example of what seems to be an increasing trend of academic policy—the appointment of men to teaching positions who have had successful experience in their field of work outside the academic limits. Mr. Green is appointed instructor in geology and Spanish. Besides his training in these subjects in the universities of Oklahoma and California and Stanford University, he had had years of practical experience as a petroleum geologist. Some of this experience was in the United States. But the greater part of it was in Mexico and South America. His years of work in the southern republics added to his store of practical knowledge as a geologist. But, even more valuable to him as a teacher, these years gave him an understanding of the language, the point of view, and the social and political problems of our Latin neighbors. To the young people who are fortunate enough to work in his classes the study of geology and the study of the Spanish language will be illumined by a rich fund of personal experience and first-hand knowledge.

Mr. Green was not notified of his appointment to his present post until after he had accepted, last summer, a position with a South American petroleum company to make a survey of certain fields in the republic of Columbia. He received the news of his appointment to the San Francisco College faculty by radio when he was far out at sea, en route to Columbia. It was not his first trip to this region, but in contrast to his slow thirty-day trip from the coast by river boat ten years ago, last summer he went at once by airplane from the steamer to the high mountain country. There, in remote regions, he made his survey by river canoes and on foot. The work accomplished, the airplane again speeded him on his way back as far as Panama, so that he was able to take up his duties at the college shortly after the fall semester opened.

The appointment of a man of this sort of experience to the faculty of the college not only enriches the scientific contribution of his department, but is an active force toward better understanding between the people of our country and those of Latin America.

SETTING a record in recent bond issue elections, Daly City recently, by a vote of four to one, approved an $85,000 issue to build a gymnasium and additional classrooms at the Jefferson Union High School.

According to Principal James Ferguson of the high school, the money will be supplemented by a $69,000 PWA grant.

Final totals of the vote were 1454 for the bonds and 263 against. These totals reflect in unmistakable terms the confidence which the citizens of Daly City feel in their board of education and in the principal who has served the school and the community with such recognized success.

JOHN F. BRADY, principal of the Everett Junior High School, San Francisco, for the fifth consecutive year was recently elected president of the board of administration of the Municipal Employees' Retirement System. Mr. Brady is a member of the State Curriculum Commission, representing the junior high schools.

THE CENTRAL COAST SECTION of the Rural Supervisors' Association met in Paso Robles on April 3 at the home of Mrs. O. Mae Neal Trager, who until her marriage last fall was Mrs. O. Mae Willetts, rural supervisor of San Luis Obispo County. Mrs. Trager remained in her position until January of this year, when she resigned and her place was taken by Miss Ethel Higgins, also of Paso Robles.

The supervisors who attended this meeting come from Santa Cruz, Monterey, San Benito, and San Luis Obispo counties. At this meeting Mrs. Elmarie H. Dyke, president of the Central Coast Section, gave a talk on reading. She included a discussion of primary reading and new publications, both in reading and in the social studies. In the afternoon James A. Walker, supervisor of Monterey County, gave a talk on the relation between juvenile delinquency and reading retardation. The election of officers for the Central Coast Section was held in the afternoon. Mrs. Ethel Saxon Ward of Monterey County was elected the new president to succeed Mrs. Dyke. Mrs. Ward, formerly rural supervisor of Shasta County, was appointed last August to the position of general rural supervisor in Santa Cruz County by Mrs. Janie Stocking, Superintendent of Schools. Alvin Rhodes, supervisor of San Luis Obispo County, was elected vice president.

WILLIAM G. PADEN, Superintendent of Schools in Alameda, was loyally supported by townspeople and students in a recent attempt by an unfriendly political board to remove him from office. Two thousand high-school students went on strike and marched the streets, aided and abetted by their parents and other citizens. The Board of Education, under pressure of public opinion and the opinion of the District Attorney, was forced to retract its move. Mr. Paden remained actively in office throughout the three-day disturbance.

MISS FRANCES GIDDINGS, instructor and supervisor of teacher training at University of California at Los Angeles for the past thirteen years, was appointed last fall as a rural supervisor in Mendocino County and vice principal and supervisor of the Fort Bragg Union District Grammar School. Besides the Fort Bragg school, Miss Giddings supervises the rural schools along the coast.

Superintendent John Taylor of Mendocino County has introduced many progressive practices in the county. Among these is the new circulating library, by which collections of books are exchanged at the beginning of each month. Mr. Taylor has also introduced curriculum study groups throughout the county. The teachers are divided into seven centers, where they meet with a supervisor in charge of each group. One unit of credit is given for this work by the Humboldt State College. Miss Giddings has been holding meetings in the Coast Section which included demonstration teaching. The rural teachers meet in different schools on Saturday mornings. One of them will be chosen to demonstrate for one hour with a class of children. This work is followed by discussion. Three such demonstrations have been given since September in the subject of reading. The discussions included informational, recreational, and drill phases of reading.

Demonstrations followed by discussions have been given also by the teachers at Fort Bragg. The phases handled by this group were problem solving and drill in arithmetic, use of the new state fifth-grade geography, and appreciation work in literature and music.

Miss Giddings will give courses at the Humboldt State College during the summer session. Her subjects will be "Philosophy of Education" and the "Elementary Curriculum." She will also be director of the educational conference which rural teachers attend for one week. Teachers attending this conference and working each day from nine to three will secure one unit of credit.

PETE W. ROSS, for twenty-eight years a principal in the San Diego Schools, died late in March. He had retired from the principalship of the Point Loma High School three years ago, where he has been known since his retirement as "principal emeritus."

THE ANNUAL May Music Festival in San Joaquin Valley will be held on May 16, in Turlock. Frank Mancini, nationally known conductor, will direct a massed orchestra. Sidney Halsey will direct a massed band, and Frank Smith a chorus. Entries to the massed groups will be limited to one hundred for orchestra, one hundred and twenty-five for band, and two hundred for chorus. Students of music in high school in northern San Joaquin Valley look forward each year to this annual festival. It is realized by the instructors to be a definite stimulus to their departments.

In the years that Mr. Mancini has been teaching in the Modesto High School he has trained many young people who became excellent musicians and has won with his band innumerable contests. He is beloved by all his students. The type of personality which Mr. Mancini brings to the leadership of his band makes an indelible mark upon those young people fortunate enough to have come under his influence.

THOSE AUTHORS who write for sophisticates can usually be found in department-store bookshops autographing books for unsophisticates.

CALIFORNIA SCHOOL of ARTS and CRAFTS INCORPORATED

Accredited by the State as a teacher-training institution

SPRING TERM

Opens January 6, 1936

Day Classes—Professional training in advertising art, illustration, costume design, interior decoration, teacher training, and the fine arts. Degree, diploma, and certificate courses.

After School Classes—Art classes at hours convenient for teachers.

Evening Classes—Drawing and crafts for adults busy during the day.

Saturday Classes—Special Saturday morning art classes for grade and high school students.

Write for Catalogue

F. H. MEYER, Director
Broadway at College Avenue
Oakland, California

MONTEREY, OLD AND NEW

Monterey is a place of fascination, intermingled as it is with the historic background of the first exploring mariners, the Spanish padres, the Spanish occupation, early California statehood history, with modern commercialism, huge fish canneries, against an old-world background. Monterey Bay—of its peculiar deep blue, the fishing boats, the seagulls, the old adobe houses, the Presidio, the pines on the hills behind, motor cars, the first theater in California, the old custom-house; abalone shacks; Pop Ernest's, over the water; wharves smelling odoriferously; seagulls crying and diving for fish entrails; a town from which a story like "Tortilla Flats," by Steinbeck, can come, incongruous with twentieth century living; a live town that in the year 1936 is striving to keep its old flower and capitalize upon its quaintness—the plan and work of an efficient business manager, B. J. Pardee.

To this new-old setting last July first came J. R. Croad from Sacramento as superintendent with a four-year contract. In Sacramento Mr. Croad for six years had been principal of the Sierra Elementary School, the experimental school for the Sacramento system. He also is coauthor of a work-type speller that the State of California recently adopted. His academic career involves an A.B. degree from the Chico State College and an M.A. in education from Stanford University.

As a school man Mr. Croad is alive to all of the possibilities of a progressive school program. He has in his short time at Monterey been able to make a start toward the realization of some of his plans. He has the teaching force working upon curriculum committees. The emphasis this first year is upon the primary curriculum, with stress upon reading. With the aid of Miss Helen Heffernan, chief, Department of Elementary Education, State of California, who for five months is giving two or more days each month to the work, in conferences and classroom supervision, progress is being made.

On account of the language difficulty in the first grade with children of Italian, Japanese, Spanish, and Mexican parentage, the plan is to expand the language opportunities for the pupils of that grade. This involves a great use of pre-primers and primers and browsing books in room libraries.

In aiding the reading and social studies program this year, Mr. Croad also established three elementary libraries, equipped them with library furniture, and stocked them with several thousands of dollars' worth of new books. He is running these libraries on the plan he had successfully followed at Sacramento—that is, to have each teacher have a period in the library each day with her pupils in the case of the lower grades and several times a week in the case of the upper grades. This involves the problem of every teacher becoming very well acquainted with the contents of the library shelves so that accurate aid can be given.

In the matter of physical improvements, the most important have been the doubling of the size of playgrounds through PWA projects calling for $14,000 expenditure and the establishing of the superintendent's office at the Civic Center in the Brown–Underwood adobe, built in 1843, the site of the Monterey City executive offices.

Mr. Croad, as far as we know, is the only superintendent in California having his office in a building erected before the American occupation. The office looks through thick adobe walls out upon the broad lawns of the Civic Center, and to the west is Colton Hall, the home of the first American school in California. South is a large gardened patio and the new wing of the Civic Center building, all built in the Spanish style.

The Monterey Elementary School District, with the addition last July of the Del Monte and Seaside districts, now has a school enrollment of 1800 pupils. With a property valuation of $13,000,000, the Monterey schools are enabled to run without a heavy tax rate. Mr. Croad has the active support of the board of trustees and citizens in his new work and much is expected to be further accomplished in the years to come.

PROGRESSIVE EDUCATION ASSOCIATION MEETS

Probably the most important date for educators in April will be the meeting of the Progressive Education Convention, to be held April 24, 25, 26. The program of the meeting is now available from the office of Professor George Rice, Department of Education, University of California.

The convention brings to California educators of such eminence as speakers that it becomes for us an event of major importance. The program list includes Professor Boyde Bode, Ohio State University; Professor George D. Stoddard, State University of Iowa; Doctor Laura Zirbes, Ohio State University; Doctor Harold Rugg, Teachers' College, Columbia University; Frederick Redefer, executive secretary of the Progressive Education Association, New York, and Wilford Aikin, Ohio State University, chairman of Commission of Relations of Schools and Colleges.

The meetings on Friday will be held in San Francisco, in the morning at the Opera-House for the general session, in the afternoon at the High School of Commerce for elementary groups, Everett Junior High School for the secondary groups. Saturday Doctor Rugg will speak at the Greek Theater, Berkeley, on "The Social Scene and the Progressive School," and Doctor Zirbes on "The School and the Community." There will be meetings on Sunday in Wheeler Hall and the Life Science Building, University Campus.

Life begins at forty and so do fallen arches, lumbago, bad eyesight, and the tendency to tell a story to the same person three or four times.

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
Phone: SUtter 2980

BOOK REVIEWS

Treasure Express — Epic Days of the Wells-Fargo. By Neil C. Wilson. The Macmillan Company. $2.50.

The title of this book may suggest just one more collection of the old familiar stories of the early days in the West, the stories of stage-coach and highway robbers, always dramatic but a little worn now with time and repetition. One look into this new book, however, leads into an unexpected treasure indeed, as rich in its way as the golden treasures of which it tells.

The stories we know as vague legends are told us here with names and dates and all the personal touches of humor or pathos that make the actors live again for us. Many chapters of the great story of transportation are given here with details that have never before been so well collected. Most thrilling of these new bits of history is the story of the river steamers running from San Francisco up the two great rivers of the interior valley. The intense rivalry between the agents of the two express companies, the Adams and the Wells-Fargo, led to wild river races that more than once ended in terrific boiler explosions and widespread destruction. This long rivalry, which did a great part in building up the communities and the commerce of the Far West, ended by the absorption of the Adams Company, leaving Wells-Fargo supreme in the field as agent for the transportation of mail, news, treasure, and passengers in a wide-flung empire. One of the finest chapters in this epic of great and stirring times is the detailed story of the Pony Express. The tale thunders on to its conclusion with the coming of the iron horse across the desert and the mountains.

Rational Rhythm Records, Set No. 1, six records, twelve selections, $12; Set No. 2, three records, six selections, $6. Shorthand Speed Dictation Revords, fifteen, double faced, each, $2. The Gregg Publishing Company.

These records are prepared as an aid in teaching typing and dictation. The two sets for typing are music selections, arranged to give the student speed, rhythm, and accuracy. The dictation records cover a wide variety of material and ably assist the teacher to build up speed and accuracy in the shorthand classes. Both sets may be used by the student individually outside of class, thus adding efficiency to the practice period. These records are an interesting example of the use of modern mechanical devices as an aid to the classroom teacher.

Up in the Attic, by Cora R. Kelly. Illustrated by Dorothy B. Wells. Bruce Humphries, Inc. Price, 80 cents.

A book of verses for very young children. Delightfully illustrated in black and white drawings. The attic trunk reveals toy treasures of bygone days, and it is about these toys that Miss Kelly writes her jingles.

Design and Construction in Tree Drawing, by Frank M. Rines, Instructor in Drawing, Cambridge School of Architecture and Drawing. Bridgman Publishers, Inc., Pelham, N. Y. Price, $2.50.

In this new book on tree drawing, Mr. Rines has not limited himself to the pencil. He has employed pen and ink, charcoal, Wolfe pencil, crayon, and pastel to illustrate this most interesting volume. Fully illustrated, written clearly, as easy for the be-

ginner as for the professional artist and teacher. Beautifully printed in photogravure. Excellent typography. Over fifty drawings and sketches, the majority of which are full-page illustrations. 64 pages. Size 8½x11. A truly outstanding volume.

A DICTIONARY OF ELEMENTARY DRAWING, by Joseph Francis O'Hare. Bridgman Publishers, Inc. Price, $1.50.

The purpose of this book is really not to create a complete education in art, but to place before the teacher and children who want to learn how to draw many problems in drawing and picture study. In all the preliminary exercises there is a systematic development in outline and gradual steps to good technique and sound composition, with evident values in light and dark. 64 pages.

SOCIETY IN ACTION, by Helen Halter, Supervisor of Social Studies, New York State College for Teachers, Albany, N. Y. Inor Publishing Company. Price, $1.66.

This is a social studies textbook for students in grades 7 through 9. This book contains abundant materials, references, suggestions, and assignments for a complete three-year course. There are fifty units in the book, about eight of which will be covered in each semester's work. Each unit is divided into topics. References are listed for each topic.

PREPARATION FOR SCHOOL LIBRARY WORK, by Lucile F. Fargo, Research Associate, School of Library Service, Columbia University. Columbia University Press. Price, $3.

Miss Fargo, author of "The Library in the School," gathers together data on the basis of which satisfactory answers to these questions may be sought and proposes a program of instruction for professional school librarians, teacher–librarians, and teachers. The tables, diagrams, and outlines of curricula clarify the text, and together with the index and bibliographic feature make the volume a serviceable one, especially for directors of schools, presidents, and deans of teacher-training agencies, state departments of education, and librarians who are interested in setting up curricula for the preparation of various types of workers in the school library field.

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 MARKET STREET

(Next to California Theater)

W. W. HEALEY

NOTARY PUBLIC

Specializing in Depositions

Using Only Court Reporters

Office: 208 CROCKER BUILDING, GARFIELD 1346

Residence: 450 17TH AVENUE, EVERGREEN 1560

SAN FRANCISCO, CALIF.

OLD WORLD ORIGINS OF AMERICAN CIVILIZATION. From Ancient Egypt to the Founding of the Thirteen Colonies. New York: Noble & Noble. Price, $1.20.

This text takes up the high spots in the history of mankind—Ancient Egypt, one of the earliest great civilizations; Ancient Greece, the beginning of civilization in Europe; Ancient Rome, and down through the Middle Ages to the Period of Exploration and Colonization in America. Each era is presented in a series of vivid pictures to show the important phases of ancient and medieval life so that we may understand and appreciate some of the important contributions made by past ages to our present civilization.

THE BEGINNING OF OUR NATION. From the Founding of the Thirteen Colonies to the Civil War. New York: Noble & Noble. Price, $1.25.

This book deals with the beginning of our nation after it had emerged from its colonial growth and begun to exert itself as a unified nation. The language is simple, the pictures authentic, the maps accurate, and the facts historically correct. Stress is placed upon the social background and the causes of events rather than mere dates and battles, as in earlier tests.

SNOW-COVERED WAGONS, by Julia Cooley Altroochi. Published by Macmillan Company. Price, $2.50.

The famous history of the Donner Party has been feelingly written in dramatic verse; the story of their daily excitements and hardships sincerely and poetically related without an attempt to over-emphasize or invent happenings irrelevant to history. Before commencing her narrative verse, Mrs. Altroochi has carefully listed the names, with brief explanations, of those connected with the tragedy. The verse itself is full of vital drama and poetry, as in the occurrence of the first death in the party—Mrs. Reed's mother:

"There are quiet voices in camp next day.
The buzzard of death has swooped down
And taken a soul,
The first human toll.
You can't ride fast enough to get away from death.
Horses or mules or oxen won't take you.
Covered wagons won't take you.
Or the wings of dreams flying to the West."

Intense emotion grips the reader in every page after the party makes winter camp at Truckee Lake. With food supplies gone, a slow starvation facing them: "Who are the brave? Who are the strong? Who can walk where the storm winds blow?" Among the touching incidents in the narrative is one where James Reed, on the relief expedition, finds his loyal and devoted teamster, John Denton, frozen to death in the snow. Denton had gone out to bring back relief to the camp. By his side they find some verses he had been writing about his old home in England and the days of his youth. These memories had come to him in the hour of death.

"The moonlight shows a notebook and a pencil
Close beside the white and idle hand."

Mrs. Altroochi's book is a splendid contribution to California literature. Her literary ability was discovered in 1903 by Richard Le Gallienne, who edited a collection of her verse, "Poems of a Child." Since then she has written many other delightful poems.

New Rugg Books for Elementary Grades

THE FIRST BOOK OF THE EARTH, Book 1. Price, 80 cents.

NATURE PEOPLES, Book 2. Price, 88 cents.

COMMUNITIES OF MEN, Book 3. Price, 92 cents.

These three books are the latest additions to the Rugg Social Science Series, "Man and His Changing Society. In Volume I we see man's geographic environment taking shape: the earth in the universe, plant and animal life appearing, and finally men slowly emerging through countless ages to live upon that earth.

Volume II shows eight peoples living in eight different regions of the world today. It dramatizes in story form their struggle to produce a sufficient life for themselves. Here are graphic word pictures of people who are dependent almost entirely upon the geography of their environment.

In Volume III we see American communities growing from their original settlement, molded by the conditions of a new country and new ways of living. The influence of harbors and hinterland, waterways, rivers, valleys and mountain passes, natural resources in the earth, location near peoples, are shown in these stories of the history of our country. In this volume is much history, geography, and economic and social life, organized around the concept of "community" as the way men live together. Cloth bound, profusely illustrated.

CALIFORNIA SCHOOL TRUSTEES' ASS'N

THE EXECUTIVE BOARD of this association met at Fresno on March 21. Mrs. Florence C. Porter, executive secretary, reports that, among other items of business transacted, careful consideration was given to certain matters of legislation that are under debate, and the following resolutions were ultimately adopted:

"Moved that this board go on record as opposed to the proposed constitutional amendment on teacher tenure." Unanimously passed.

"Moved that this board reaffirm its position in favor of the present sales tax." Unanimously passed.

SPECIAL COURSES IN ART

THE NEWS of special interest for the summer session of the California School of Fine Arts (June 22 to July 31) is the engagement of Maurice Sterne as visiting instructor in figure-drawing and painting. Other courses will include a variety of subjects in the fine and applied arts. Mr. Sterne is now completing in San Francisco the preliminary sketches for the series of twenty mural panels to be placed in the library of the new Department of Justice at Washington.

ROSENBERG'S

ORIGINAL HEALTH FOOD STORES

and Whole Wheat Bakery

Main Store: 1120 MARKET STREET, Opposite 7th Street

Branch Store: 825 MARKET STREET, New Commercial Market Near Fourth Street

Telephone MArket 3303-3304

Specializing in food products for building and maintaining health

Send for Free Catalogue

JOTTINGS OF A TRAVELING BOOKMAN

(Continued from Page 11)

The San Bernardino city schools, under Superintendent A. D. Graves, are experiencing much growth over last year. Four hundred more pupils are registered this term. The senior high is being crowded with 250 new students, while only 81 students graduated at the mid-year.

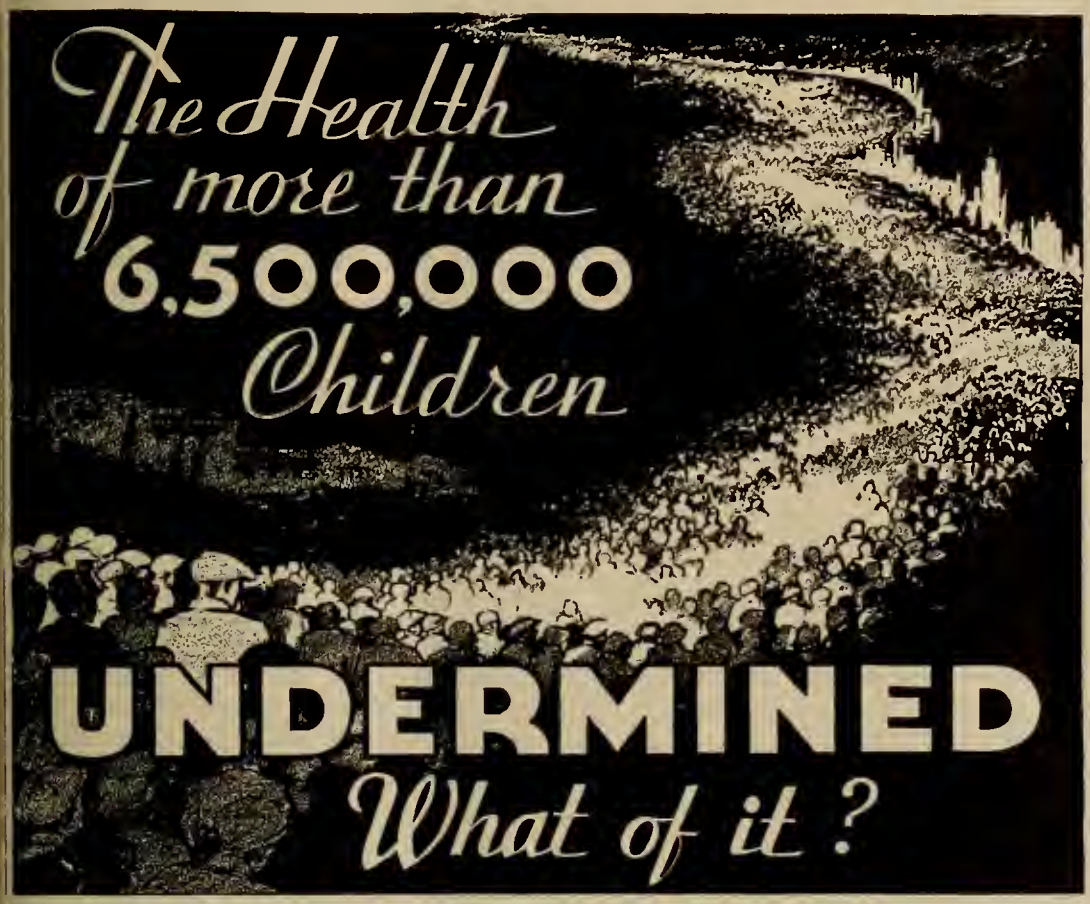
Along with growth an educational move of unusual importance was made this year by Superintendent Graves and the Board of Education in deciding to establish a Mexican junior high school. The plan to segregate Mexican junior high school pupils in one school was done largely with the idea of developing an educational program for these children more suited to their abilities and interests and to their needs as future citizens.

On a five-acre campus on West Seventh Street, San Bernardino, a building costing about $90,000 is being constructed out of current funds and PWA labor. The classrooms of this structure are being made larger than the usual classroom in order to tie into class activity work. A little theater, shops, domestic science rooms, and space for room libraries are being provided.

W. N. Wilson has been appointed as principal of this new school, named the Ramona Junior High School. Mr. Wilson has been in the San Bernardino system four years. He is a graduate of Pomona College, has attended Harvard Law School for two years, and is now carrying on further educational work at the University of Southern California. Mr. Wilson is of Southern California. He is a man of varied accomplishments, as he is a musician and a composer as well as a teacher. He has just finished an operetta called the "Arabian Nights Fantasy," which will be presented this spring in San Bernardino with a chorus of sixty and a cast of one hundred and fifty.

Mr. Wilson plans an extremely functional program for this new school. The course of study offered will be an end in itself, and no attempt will be made to establish the usual standardized junior high school curriculum. Tentative plans call for social fusion courses with a definite core built around the social studies. Emphasis is to be laid upon shop courses, home making, art, and physical education. In the manual arts, metal work, weaving, and wood carving are to be offered.

This school will have a sixth grade. The social studies content has been planned somewhat along the following lines: In the sixth year will be a study of the geography of the various countries of the world. The seventh year will take up the review of the cultural background of these countries as it affects American life, and will consider how the United States was settled by successive waves of immigrants from Europe. The eighth year will take up American institutions and ideals along with American democracy and government.



THE United States Office of Education reports that out of 29,500,000 pupils now attending school, approximately 22.2% are suffering from physical handicaps, such as weak hearts, tuberculosis, impaired sight and hearing, defective speech, undernourishment, etc. That makes a staggering total of at least 6,549,000 children with undermined health attending school.

Research has disclosed that improper lighting, poor ventilation, blackboards of poor legibility, antiquated seating and insanitary conditions are responsible for many childhood ills. In the zeal for education, health too often is sacrificed by equipment. Education may be jeopardized by ignoring the health element.

Educators should bear this in mind and provide in their budgets for sufficient funds to supply not only ample facilities and equipment, but make sure that they are of health protecting types.

• • •

Information relating to school rehabilitation, or to any type of school materials or equipment can be obtained through our advertisers, or if you prefer, an inquiry addressed to this publisher will be forwarded to some dependable source for attention.

AMERICA'S best investment is its children. Buy NOW the equipment necessary to their proper education . . . but be sure to protect their health in doing so!

LIBRARY NEWS DEPARTMENT

(Continued from Page 6)

At the close of the luncheon Herndon Carroll Ray of the faculty of the Woodland High School gave an instructive and entertaining talk on "Principles of Public Speaking."

"Five Men of Genius" was the subject presented most ably by Richard Reeve, professor of English, Sacramento Junior College. For five examples of creative genius Professor Reeves selected Cervantes, Mozart, Van Gogh, W. H. Davies, and Chief Buffalo Child Long Lance. He told most feelingly of their aspirations, struggles, and accomplishments. Genius is found in all walks of life and these five men had much in common. All had creative urge, were idealists, had medium of expression and left to the world results of the highest creative thought.

The pleasure and interest derived by all who attended the Fifth District meeting will linger long in their memories. Miss Laugenour and her staff were warmly congratulated upon the success of the meeting.

SCHOOL TRUSTEES' ASSOCIATION

The executive board of this association met at Fresno on March 21. Mrs. Florence C. Porter, executive secretary, reports that, among other items of business transacted, careful consideration was given to certain matters of legislation that are under debate, and the following resolutions were ultimately adopted:

"Moved that this board go on record as opposed to the proposed constitutional amendment on teacher tenure." Unanimously passed.

"Moved that this board reaffirm it's position in favor of the present sales tax." Unanimously passed.

NEWER CHILDREN'S BOOKS

SELECTED BY WILHELMINA HARPER

FOR YOUNGER CHILDREN

THE EMPEROR OF THE ANTS, by Luigi Bertelli. Crowell. Price, $1.50. This absorbing story of ants, bees, wasps, etc., combines both fact and fancy. Grades 4–6.

BARBAR THE KING, by Jean de Brunhoff. Smith & Haas. Price, $3. A wonderful elephant picture book sure to delight any child. Grades 3–4.

LET'S LOOK AT THE STARS, by Edwin B. Frost. Houghton. Price, $2. This fine astronomy book has many illustrations and will interest any reader. Grades 5–6.

NICODEMUS AND HIS GRAN'PAPPY, by Inez Hogan. Dutton. Price, $1. Another jolly story about the little black boy and his houn' dog. Grades 2–3.

THE EASTER RABBIT'S PARADE, by Lois Lenski. Oxford. Price, $1. This gay picture-story tells how the animals gave Ann Eliza an Easter party. Grades 2–3.

SHANTY ANN, by Grace Moon. Stokes. Price, $2. Although she lived in a desert shanty, life was full of happiness for little Ann. Grades 5–6.

MOUNTAIN NEIGHBORS, by Edith M. Patch. Macmillan. Price, $1. These stories of the mountain animals, large and small, are full of interest. Grades 4–5.

ZOO, by Jocelyn Oliver. Oxford. Price, $2. There are 100 photographs of zoo animals in action in this attractive picture book. Grades 3–5.

FOR OLDER BOYS AND GIRLS

GREEN GROWS THE GARDEN, by Margery Bianco. Macmillan. Price, $1.50. This delightful volume gives useful information about many kinds of gardens. Grades 6–8 and high school.

TARA, DAUGHTER OF THE GYPSIES, by Chesley Kahmann. Smith & Hass. Price, $2. Spirited account of gypsy life and adventure, with the plucky girl Tara as heroine. Grades 7–8 and high school.

FRANZ, A DOG OF THE POLICE, by S. P. Meek. Penn. Price, $2. Trained in Berkeley kennels for police work, Franz proves himself a great hero. Grade 8 and high school.

IT'S MORE FUN WHEN YOU KNOW THE RULES, by Beatrice Pierce. Farrar. Price, $1.75. A book of etiquette that will interest both boy and girl readers. Grades 7–8 and high school.

THE YOUNG TENTMAKER, by Youel B. Mirza. Lothrop. Price, $2. Excellent story of the Persian boy, Omar Khayyam, who rose from tentmaker to great scholar. Grade 8 and high school.

It's the ambition of every intelligent school of fish to end its career at
BERNSTEIN'S
FISH GROTTO
123 Powell Street

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, SIERRA EDUCATIONAL NEWS.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Northern Section
MRS. PORTIA MOSS
Auburn

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Central Coast Section
T. S. MacQUIDDY
Watsonville

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

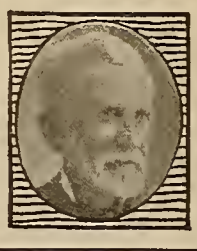
State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

CALIFORNIA TEACHERS ASSOCIATION
State Headquarters: 155 Sansome Street, San Francisco

PUBLIC LIBRARY
PERIODICAL DEPT.

MAY, 1936

THE WESTERN JOURNAL of EDUCATION



RECENT BIG EVENTS

By VIERLING KERSEY, *Superintendent of Public Instruction.*

California Conference of Social Work.—The California Conference of Social Work was recently held in the city of Los Angeles. All teachers in the State of California, as well as principals and superintendents, will be interested in several reactions to the conference:

1. It was the largest conference which this group has held. That means that interest in improving activities in this field motivated extra attendance this year.
2. More teachers, principals, and school superintendents were present than at any other conference of this group. This is significant, for as social values and social goals in education are forging ahead leaders in this field of education recognize that the California Conference of Social Work can contribute from the textbook of their first-hand experience much that in the classroom will help boys and girls so that in the tomorrows of their lives independence of rather than dependence upon will characterize their relationship to remedial social work.
3. The emphasis of the program of the conference upon the need for a more preventive type of social work impressed one with the importance of more complete, more coördinated, social service for meeting the needs of children. Prevention and remedy are early year activities. Continuous relief and maintenance are the price of failure to make early beginnings.
4. Personally, I returned from the conference with a new enthusiasm for the work which the scope of the conference reported. No teacher or school person could fail to have been inspired to plan for great coöperation in connection with an enrichment of the services of a social work nature which education and social workers can provide for children.

Annual Conference of the California Congress of Parents and Teachers.—No one could have attended the annual conference of the California Congress of Parents and Teachers, held in San Jose, April 28 to May 1, without coming away with definite recollections and new and inspired zeal. Some brief reactions are the following:

1. Two hundred and seventeen thousand members constitute this organization.
2. Approximately three thousand delegates came to San Jose for intensive work, study, and planning.
3. A well organized program of activities for the conference, managed in most capable manner by the president, Mrs. C. H. Turner, gave all the feeling that every meeting was so carefully planned that not a moment could be wasted. No educational meeting which is held within the state is better organized, more faithfully attended, or more an inspiration to a speaker than is the California Congress of Parents and Teachers.
4. The incoming president, Mrs. B. C. Clark, has an enthusiasm for maintaining high standards of activity in local parent–teacher circles. She is a leader in the extension of parent–teacher activities in the secondary schools and is well versed in the knowledge of public relations for the benefit of the schools.
5. The convention convinced one that the year ahead is to be a year in which the membership of the California Congress will develop new understanding of the new education in which the home will participate more richly in the school-planned experiences for boys and girls. It will be a year in which the California Congress will maintain a continuing program of true and faithful interpretation of schools to the public.
6. All credit to the San Jose schools, to the leadership of Superintendent Bachrodt and his capable corps of workers for the brilliant, memorable, clear, and entertaining manner in which new depths of understanding of the meanings of public education were presented in dramatic and musical portrayal. To the San Jose State College a word of commendation for its contribution, the faculty as well as the student body, in the enrichment of the week's activities.
7. No friends in public education exceed in true friendship the understandng friendship of the members of the California Congress of Parents and Teachers, our most meaningful and reliable corps of extra-professional associates.

Special Meeting of the State Board of Education.—The extraordinary demand for expansion of educational opportunity for young people in the post high-school years has presented to the California State Board of Education formal demand from almost a dozen and a half localities in California for junior college offering.

The State Board of Education is firmly convinced that children of post high-school age may better be served and less costly in proper junior college offerings than in any other service which society at public expense provides for these young people. The board is convinced, however, that haphazard, unplanned, emergency expansion of new educational services would be unfair to children and to taxpayers. It has, therefore, decided that long-term planning in the field of after high-school educational services for our state should be undertaken. A committee, to consist of representatives of the State Board of Education, the State Department of Education, state colleges, California Junior College Association, the University of California, and others, is given the responsibility of preparing a plan determining purposes and suggesting most helpful practices in this important expanding area of public education.

Miss Samuelson Visits California.—Miss Agnes Samuelson, State Superintendent of Public Instruction of the State of Iowa and distinguished president of the National Education Association, recently honored California. Miss Samuelson, months ago, planned a hurried swing through the Southwest. It was not difficult, upon learning of this visit, to convince Miss Samuelson that Southern California is the Southwest of the Southwest. The charming president of the National Education Association squeezed in a brief, over-night visit to the Los Angeles area. Her unending capacity to meet people and interpret to them the ideals of the greatest of all educational organizations carried her to a series of well planned and most extensively attended meetings in the Los Angeles area. To all who met her Miss Samuelson radiated great reason for confidence in

—*Continued on Page Seven*]

YESTERDAY
THE FOUNDATION OF TODAY

by

AKER, NELSON, *and* AKER

An elementary history organized on a new basis. Special units on Art, Science, Government, and Social Institutions.

The unit system has been followed with the proper integration and correlation of subject matter.

The text has been carefully checked with the vocabulary of children of fifth and sixth grades.

The illustrations have been selected to add to the value of the text.

This book has met with immediate approval. It is the type of book needed to meet the requirements of modern education.

466 Pages Size 5½"x7½"
140 illustrations
Price, $1.32

Send for catalogs of Western Books by Western Authors to

HARR WAGNER PUBLISHING COMPANY
609 Mission Street San Francisco, California

Spoken Drills and Tests in English

By MABEL VINSON CAGE

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. Oral drills for speech correctness train ear and tongue (rather than eye and fountain pen!).
2. Oral examinations not only test, but reinforce.
3. Interest comes through competition.
4. Repetition is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th
Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California.

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage. Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLII, NO. 5 | SAN FRANCISCO, MAY, 1936 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

TO EXPERIENCE the departure of perhaps the severest winter in the United States within the history of present living man during March and April in the states of Illinois, Wisconsin, Indiana, Ohio, Michigan, New York, New Jersey, and Pennsylvania is something to be remembered. To one raised in the Far West the slow breaking of spring in the northern tier of states is a condition to make one marvel at the patience of the population living in an area where by May first only the first showing of green leaves is in evidence. We are at a loss for the explanation of a state of mind that says that zero weather, deep snow, icy streets, coal smoke, and delayed traffic is something to be enjoyed. Perhaps the only explanation is that when spring does come, with the burst of leaves and blossoms and green slopes of grass and flowers, it is an opiate that banishes the period of six months of coal shoveling into furnaces to keep from freezing solid.

Two months traveling through the last throes of winter and the coming of spring has left some vivid impressions, not the least of which was to be in Pittsburg April 29 and to see the signs of the ravages of that city's worst flood in history practically nonexistent—so fast has been the energy of the citizenry in restoring everything to normal. Already an energetic oil company in its station on the other side of the Allegheny River in downtown Pittsburg has a Neon light line running across the top of its station labeled "The 1936 High-Water Mark."

The bucolic splendor of the Georgias would have been enhanced if Horace had been riding a stage on the night run from Pittsburg to Gettysburg. At 5 a. m., at Traveler's Rest, the sun was just behind the Blue Ridge Mountains to the east; to either side were mountain ridges showing pine trees and bare trunks and limbs of wintery trees; grass with its first green freshness covered the field that ran down to the Juanita River, whose banks still showed the ravages of the spring flood; a squawking gang of guinea hens ran across the road and took to the green pasture; some bronze turkeys followed; a brown rooster standing with his family of a dozen still roosting in the top of a leafless maple tree with full throat bespoke the coming sun; within the tavern a fireplace blazed with wooden logs; the road ran away either way through the valley's gaps.

The battlefield at Gettysburg, the last of April, a peaceful morning sun, the slopes and ridges with their monuments and cannon, all clothed in the first green grass of spring, with dandelions already showing.

The first week of March up Wisconsin way, through Sheboygan and Marritomoc to Green Bay, part of the distance is one-way traffic, on highway with snow piled up for over ten feet. Monster motor snow-plows with their huge snow-shovels and wings reaching many feet above our still-working automobile. No need to see Alaska—plenty of it right at home.

Green Bay, Wis., the first of March still ice-logged; back to Madison on a country road through mudholes almost impassable; the rush of ice water across the highway, with workmen trying to keep the slush-filled culverts open; Lake Michigan, a blue haze on a sunlit morning, with white dots of ice floes floating up and down, the shore line still ice locked.

Easter in New York, a cold wintry day, with crowds jammed on Fifth Avenue trying to see new gowns covered by fur coats.

Up through Eastern Pennsylvania, through Wilmington and Delaware, around May first. Sultry, warm sunshine, trees almost leaved, apple, peach, and pear trees in bloom, green grass everywhere, gardens showing tulips and daffodils. Winter grain already a foot high, the broad sweep of hill and mountain, orchard, meadow and field, all in the green of the spring. And so it goes.

THE INDICATIONS toward the return of normal financial support for the schools of the various states have been most recurrent these last few months. This has been shown all over the country, with published news of restoration of some or all of salary cuts of a few years past. The Legislature of New York State is seriously considering the restoring next year of the salary cuts imposed on the New York City teachers in 1932. The distribution of the sales tax in Ohio has already helped to make conditions more favorable. Wisconsin and Michigan schools are in the best shape they have been in years. While educational programs are still restricted in many communities, the schools as a whole in the Northern states are commencing to function more as of old.

DOCTOR WILLIAM G. BOGAN, Superintendent of Chicago schools for the past eight years, died March 24, 1936, at the age of sixty-five years. His fatal illness started when he was in St. Louis attending the national convention of the N. E. A. Department of Superintendence, where he was an unsuccessful candidate for the presidency of that association. A siege of nine days of hiccoughing started his illness, which resulted in heart disease.

Doctor Bogan was born at Mackinac Island, Michigan, October 16, 1870. He received his elementary and high-school education in that city. Immediately after high-school graduation, he taught in elementary and high schools in the vicinity. In 1893 he accepted a teaching position at the Washington elementary school, Chicago, and remained there as teacher until he became principal in 1900. In 1905 he was transferred to the Lane Teachnical High School as principal, and remained there until 1924, when he was made assistant superintendent of schools in charge of high schools and night schools. In 1928 he succeeded William McAndrew as Superintendent of Schools.

While teaching school, Doctor Bogan took university courses until in 1909 he received his Ph.D. from the University of Chicago. He also studied engineering at Armour Institute and music at the Chicago Conservatory of Music.

Doctor Bogan was considered an authority upon vocational education. During his years as principal of the Lane Technical High School that institute became known as one of the finest technical schools in the country. Doctor Bogan em-

phasized the education of the "forgotten 90 per cent" who do not go to college.

During the early depression years, when the Chicago school teachers were not paid, Doctor Bogan came in for much criticism by many of the teaching corps. It was an unfortunate situation caused mainly by the fact that the political control of the city officers was in the hands of a different group than that controlling the city Board of Education. These last two years Doctor Bogan and the Chicago schools were working together out of the morass of the depression.

APRIL 23, 1936, Doctor William H. Johnson, assistant superintendent of the Chicago public schools, was elected Superintendent by the Board of Education by a vote of 9 to 1. Doctor Johnson succeeds Doctor Bogan, who died March 24. Doctor Johnson was promoted from his position of assistant superintendent in charge of high schools at a salary of $10,000 a year to the superintendency, which pays a salary of $15,000.

Doctor Johnson is a native Chicagoan, forty years old, born September 20, 1895. The record of his education and previous teaching experience is as follows: He attended Beloit College during 1913–15; in 1917 he received his B.S. from Northwestern University and his M.A. from the same institution in 1918; his Ph.D. was from the University of Chicago in 1923; in 1919 he was head of the department of chemistry of the Rockford College, Illinois; 1919–1921 saw him as dean of the Junior College at Fort Scott, Kan.; from 1921 to 1923 he was an instructor in the Lane Technical High School, Chicago; 1924–25 he worked as professor of education at the Chicago Normal College; then from 1925 to 1935 he was principal of various Chicago public schools. He has been assistant superintendent in Chicago since July, 1935. His other educational endeavors include that of professor and lecturer at Loyola University, Chicago, since 1924. He is a member of Phi Delta Kappa. He has contributed many educational articles to educational publications.

Doctor Johnson is the author of several books, among them: "Fundamentals in Visual Instruction," 1917; "Chicago" (a text book for grade pupils), 1933; "Chicagoland," 1935; "The Road to Happyland," 1935; "Adventures in Happyland," 1935.

Doctor Johnson was married to Miss Lillian Mattocks of Chicago some years ago. He is a Presbyterian, with leanings towards golf and tennis.

Doctor Johnson takes the position of the superintendency of the Chicago schools knowing full well at first hand the problems that have to do with educating the 600,000 pupils of the city enrolled in more than 350 schools. In one of his first public utterances, Doctor Johnson promised as the basic policy of his administration the best educational system Chicago is financially able to support. He plans to reorganize the downtown office, not by changing personnel, but by "eliminating red tape and learning whether we will all understand our duties." "More speed is needed," he observed, "in handling administrative matters at the board office." "In some instances," he asserted, "it has taken four or five months to think something over that could have been acted upon in twenty minutes." Other cities might take a note on that statement. In commenting upon his recent election, Doctor Johnson said: "If strife has been the watchword of the superintendency of Chicago schools, it might be a worthwhile experiment to try four years with the board and the superintendent working together."

HUGH S. BONAR, Superintendent of the Manitowoc, Wis., public schools during the past ten years, through his committees of teachers has had worked out some of the best progressive courses of study in the country.

CHARLES C. BISHOP, Superintendent of the Oshkosh, Wis., schools, is a member of the Wisconsin Reading Circle Commission. In terms of service he is one of the oldest members of that body.

WITH THE APPOINTMENT by the Governor of Michigan of Doctor Eugene B. Elliot to the state superintendency of public instruction of the state, to fill the vacancy caused by the death of the newly elected incoming State Superintendent, a new stir of progress is felt in the State Department of Education. Doctor Elliot was promoted to the state superintendency from the position of director of research and finance. Consequently he entered upon his new position well aware of the opportunities for advance.

One of his first moves has been to appoint a committee to work upon a new state course of study which, though it is not obligatory to be followed by the rural schools of the state, is meant at least to be suggestive of procedures.

The chairmanship of the committee for a general state program of curriculum reconstruction and for making a new state social studies course of study was placed in the hands of Doctor Paul T. Rankin, director of curriculum and research, Detroit public schools. Doctor Rankin was also a member of the 1936 year-book committee of the department of superintendence that dealt with the social studies. Associated with Doctor Rankin on this committee are two of Michigan's prominent rural supervisors, Miss Mary Jamison of Wayne County, Detroit, and Miss Harriet Van Antwerp of Oakland County, Pontiac.

At a meeting of the department of county school commissioners at the Hotel Statler, Detroit, March 27, a report was given by Doctor Rankin's committee of the progress already made.

The program included a discussion by Doctor Rankin of "The General State Program of Curriculum Reconstruction," "The Organization of the Program for a One-Room School," by Mrs. Daisy Howard, Commissioner of Schools, Genesee County, Flint, and a presentation of the "Proposed Syllabus by Grades" by Miss Van Antwerp and Miss Jamison. The "Proposed Syllabus by Grades" is very definite in its suggestions as to "Attitudes and Habits, Skills and Outcomes" that should be the accomplishments of each subject in each grade.

An unusually beautiful environment
Interesting and varied recreation
A friendly and democratic spirit
Courses of a high professional type

You'll find them all at the

1936 SUMMER SESSION

at

HUMBOLDT STATE COLLEGE

"The Friendly College"

SIX-WEEKS TERM
June 22 - July 31

THREE-WEEKS TERMS
June 22 - July 10
July 13 - July 31

Rural School Educational Conference
From July 6 to July 10

For further information and complete catalog, write

ARTHUR S. GIST, *President*
Humboldt State College, Arcata, California

The schools of Michigan have already began to reflect the return of financial support by the rapid rise of the automobile industry. Detroit is already boasting that it has made the most rapid return to good times of any of the large cities. The salaries of Detroit teachers was little affected by the depression.

A trip up the west side of Michigan, along Lake Michigan, from Niles to Benton Harbor, St. Joseph, South Haven, Grand Haven, Holland, and Muskegon, gives a picture of one of the most delightful sections of the state; for a distance there are many apple and peach orchards and a few vineyards; then sand dunes, rivers running into Lake Michigan, summer resorts, pine trees—a vacation area for Chicago people.

At Grand Haven, Mich., Earl H. Babcock has been Superintendent of Schools for more than ten years. His system of schools is known as one of the best organized and most progressive in his state.

A few miles across the state line from South Bend, Ind., in Southern Michigan, is the thriving town of Niles, Mich. Floyd W. Crawford is Superintendent of an excellent school system. Niles is known as the town that has been under "Four Flags." Niles has at various times been under the flags of France, England, Spain, and that of the United States.

Muskegon, Mich., is a city of more than 40,000 population. It used to be the center of the lumber industry, but with the decrease of timber it has become a manufacturing and Great Lakes shipping center. Superintendent John A. Craig and Assistant Superintendent Miss Marjorie Kinnan, in charge of elementary grades, have kept their system on even keel during the depression.

Doctor Chester F. Miller, Superintendent of the Saginaw, Mich., public schools, is one of the most active educational leaders in his state. The acquiring of a new Board of Education administration building was one of the outstanding achievements of the past year by the Board of Education. A block of land with a magnificent old storied residence in its center, with lawn surrounding and shaded by large elms and maples, was acquired from a bankrupt estate. At Saginaw, Miss Nelle Haley is in charge of elementary supervision.

From Detroit to Saginaw, through Pontiac and Flint, is more than a hundred miles of four-lane highways, one of the best roads in any of the Eastern states.

Miss Helen Storen, a member of the Hamtramck, Mich., school system for several years, was this past fall made supervisor of social studies for the city.

Grosse Pointe, Mich., a few miles north of Detroit, is the Pasadena of Michigan, filled with beautiful residences, fine estates, modern schools—a noted scenic spot of the Detroit area. Doctor S. M. Brownell is Superintendent of Schools. He comes to his calling naturally, for his father is Professor Brownell of Lincoln, Neb., nationally known for his work in science.

Erwin Howard, assistant superintendent of the Fordson District schools, has charge especially of research and course of study construction. He is one of the most wide-awake educators in Michigan in his work of evaluating course of study advancement as it is developing throughout the various cities of the United States.

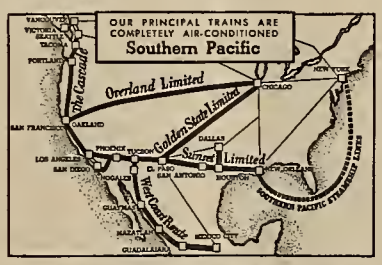
Miss Allegra J. Ingleright, director of elementary education of the South Bend, Ind., schools, is back handling the duties of her position this year. Last year she was upon a year's leave of absence to work upon a doctor's thesis at Yale University.

Bee line

To save 44 miles, the Overland Limited goes to sea

A few miles west of Ogden, Utah, passengers on Southern Pacific's luxurious *Overland Limited* rub their eyes in amazement. For the train heads boldly out to sea toward a distant watery horizon.

The sea is Great Salt Lake. It is spanned by the Lucin Causeway, a daring railroad construction feat that makes a bee line for 31 miles from shore to shore. Built to save 44 miles, the Lucin Causeway is another reason why America's first transcontinental railroad is the shortest line from northern California to the east.



Strangest lake in America is Great Salt Lake. It is the saltiest body of water on earth, save one. Even skinny swimmers float in it with ease, must keep their feet submerged lest they turn turtle. Here recently a flock of pelicans became so heavily encrusted with salt that they could not fly, proved the legend that birds can be caught by putting salt on their tails.

Free sidetrip

On the shore of Great Salt Lake, 36 miles from Ogden, lies Salt Lake City, whose streets are kept clean by running water, whose great Mormon Tabernacle is built of wood without a single nail. To all *Overland Limited* and *Pacific Limited* through passengers who wish it, Southern Pacific gives a free sidetrip to Salt Lake City.

Low summer fares

Starting May 15, low fares across the continent go even lower on Southern Pacific's Four Scenic Routes. For example, from most California points, you can travel to Chicago and back for $86 in luxurious, air-conditioned standard Pullmans, plus Pullman charges; for $68.80 in air-conditioned tourist sleeping cars, plus small berth charge; for $57.35 in air-conditioned coaches and chair cars. Similar reduced roundtrip fares to all eastern cities.

Best of all, these low roundtrip fares permit you to go east on one of Southern Pacific's scenic routes and return on a different one, seeing a different part of the United States each way. In most cases, this type of roundtrip ticket costs no more than the straight "back and forth" type.

Write Mr. McGinnis

For an interesting booklet, "Four Scenic Routes East," write F. S. McGinnis, Dept. WJ-5, 65 Market Street, San Francisco. It shows you how to see more of the United States by going on one of Southern Pacific's Four Scenic Routes and returning on another. Write today.

Southern Pacific

CHARLES E. BUTLER, principal of the Whittier School, Oak Park, Ill., together with Bessie F. Belsly, critic teacher, Willamantic State Normal School, Willamantic, Conn., is author of "Vacation Days With Fluff and Trixy," published by Lyons & Carnahan in 1934. The book is charmingly written and illustrated and tells of the experiences of a vacation journey, real in this case, of a trip made by Mr. Butler with his wife and family.

G. E. DENMAN the first of the year was elected to the superintendency of the Green Bay, Wis., schools. Mr. Denman succeeds former Superintendent Henry F. Sulton, who had to give up his position on account of illness. Mr. Denman for several years has been Superintendent of the Marinette, Wis., schools, a town north of Green Bay. There he made such an outstanding success that he was called to this larger position.

LESLIE A. BUTLER, Superintendent of the Grand Rapids, Mich., schools, announced his resignation, effective as of July first next. It was quite a shock to Michigan educators to hear of his retirement from education. Mr. Butler for years has been one of the leading educators in his state. The Board of Education has requested Mr. Butler to aid them through the summer until a successor is chosen.

V. L. KLONTZ, Superintendent of the Janesville, Wis., schools, runs an up-to-date system. He is very much in touch with both current educational and political thought.

PRESIDENT GLENN FRANK of the University of Wisconsin, from newspaper reports, will probably resign at the end of this university year. To the La Follettes, the political moguls of Wisconsin, President Frank has gone conservative. They desire a man of more advanced tendencies and also one who will ride herd upon obstreperous members of the Wisconsin faculty.

DANIEL W. CORCORAN, principal of the Robert M. La Follette School, Milwaukee, Wis., is head of the city's social science committee considering the listing of new titles.

FRANK E. ALLEN, Superintendent of South Bend, Ind., schools, is a member of the Indiana State Board of Education.

TEXANS IN EDUCATION in the Northern states are somewhat of a rarity. At Hammond, Ind., Miss Hazel Floyd is intermediate grade supervisor. A Texas girl, she has taught in normal schools in Texas and was director of elementary education at the University of Southern California in 1928–29. At Hammond she is doing an excellent piece of work in reconstruction of the curriculum.

And at New Rochelle, N. Y., where Clifford S. Bragdon is Superintendent, S. Joe Smith is assistant superintendent in charge of elementary education. Mr. Smith is a graduate of the University of Texas, and at New Rochelle, one of the most progressive of the New York area cities, he has the opportunity to help in carrying out a modern program.

Doctor Elsie E. Neuner is supervisor of science of the New Rochelle, N. Y., schools. She is also coauthor of the popular science series published by Ginn & Co.

C. C. BARNES, supervisor of social studies of the Detroit public schools, is quoted throughout Michigan as one of the experts in that field.

NEW YORK CITY ever continues to make one marvel. It is a city of such tremendous contrasts that no wonder anything can be said of it and be almost absolute truth. The skyscrapers, the theaters, the huge crowds, Park Avenue, Madison Avenue and upper Fifth Avenue, with the magnificence of stores, apartment castles and hotels, and then the desert wastes of crowded streets where millions exist. The Hudson

THE CAROLINE SWOPE SUMMER SCHOOL FOR ELEMENTARY TEACHERS

Has the approval of the State Board of Education and the State Board of Credentials

As a special effort this year, we are adding to our NEW PHASES IN EDUCATION the NATURE STUDY WORK, and to the Physical Education department the ADULT RECREATION. The Unit Work and Activities will be stressed as heretofore.

SUMMER SESSIONS 1936

***Southern* — LONG BEACH**
June 29 — July 17

***Northern* — SANTA CRUZ**
July 27 — August 14

For detailed Announcement write

MISS CAROLINE SWOPE
837 LINDEN AVENUE
LONG BEACH, CALIFORNIA

Just Published!

RECOMMENDED REFERENCE BOOKS for the HIGH SCHOOL LIBRARY

by RUBY ETHEL CUNDIFF
Assistant Professor, Library School
George Peabody College for Teachers

In this 16-page booklet, Miss Cundiff, widely known authority on school reference work, lists 119 reference books worth purchasing for your library. With each title she furnishes one or more annotations from such reliable sources as the *Book Review Digest, Booklist, Standard Catalog for High School Libraries, etc.*

Publisher's name, price, copyright date, and Dewey decimal number are given with each title. Asterisks mark books recommended for the large or small library's basic collection. The supply of copies is limited. Order yours today!

Single copies, 25 cents
Special discounts up to 60% for quantity orders of 10 copies or more.

READING and The School Library
Eiger Building, 13th at Wabash Ave., Chicago, Ill.

River, with its wharves and great steamers and constant scurrying of tugs and ferry boats; cross-town traffic, now mostly given over to omnibuses; the constant impatient honking of taxi drivers and other motorists; blocks almost jammed with huge motor trucks; stores crowded; theaters jammed; every block harboring several sidewalk bootblacks at five cents a shine; haircut, twenty-five cents, shave, fifteen cents, and a free manicure with any item; the whole gamut of feminine beautifications at ten cents per item; Lindy's, Roth's, The Brass Rail, and Jack Dempsey's windows loaded with displays of the finest foodstuffs of the world, both liquid and solid; down the street a jumbo malted-milk emporium with twelve clerks throwing out orders as fast as they can work, at five cents a glass; over twenty legitimate shows in town sold out each night, with most of the tickets in the hands of scalpers; eleven p. m. the theater crowd departing to cocktail parlors in Rolls-Royces and afoot; expensive restaurants crowded to the doors and up the street the food at one-twentieth the price; the babble of the people in tongues foreign; stores filled with merchandise that cost a kingdom's ransom—such are a few things of New York City.

* * *

THIS WINTER has been the most successful theatrical season New York City has seen in years. More successes of excellent quality have been staged than for some time. At night Broadway from Forty-second Street to Fifty-fifth is again a lighted thoroughfare of electric glow. There is the great sign of the Wrigley Corporation, opposite the Astor Hotel, in which tropical colored fish nibble at chewing gum bait; Sunkist Oranges and Sunkist Lemon signs vie with those of liquor, motor cars, and theater.

Of the plays, "Tobacco Road" continues in its third year. Tirade against war is seen in "Idiot's Delight," with Alfred Lunt and Lynn Fontanne (the idols of the New York stage), and in a grim new one-act play "Bury the Dead," in which the dead will not stay buried. Jane Carol in "First Lady" and "Saint Joan" with Katharine Cornell keep playing to crowded houses. Helen Hayes in "Victoria Regina" is giving one of the finest impersonations of the year. To those who like their comedy light, "Three Men on a Horse" and "Boy Meets Girl" will continue to amuse for months to come. And in musical comedy "May Wine" and "Upon Your Toes" are above the ordinary. "Call It a Day" with Gladys Cooper and Philip Merivale and "Dead End" are considered among the outstanding hits of the season.

The Radio City Music Hall with its huge stage, orchestra, chorus, and ballet continues to present tremendous spectacles in color, song, and dance.

RECENT BIG EVENTS

[*Continued from Page One*]

our National Education Association. She clearly stated the important purposes which such an organization now must serve. She carefully reviewed the extraordinarily valuable program which is planned for the Portland meetings, inspiring us all to attend. She reported her dependence upon California to support the Portland meetings. She informed, inspired, cheered, and pleased us. Her administration as president of the National Education Association will be a memorable one—a great leader, an individual of charm, and a friend always loyal to children, teachers, and the profession. Southern California beams with the radiance left by this great visit.

SUMMER CONVENTION OF THE N. E. A.

CALIFORNIA teachers are being urged to attend this conference, held this year so near to us, in large numbers. Those who expect to enroll in California summer school courses will find special arrangements made for them to attend the conference as part of the accredited session work. A large delegation from California is specially desired because of the effort California will make to bring the convention of 1939, to San Francisco during the Bay Bridge Fair.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town Shopping District, San Francisco

Chinatown and Famous Restaurants Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	**$2.00 and $2.50 per day**

A Hotel of Friendly Personal Service of Continental Flavor

250 ROOMS

Management SAM D. ADKISSON

J. W. Fricke & Company

SCHOOL FURNITURE

BLACKBOARDS

PLAYGROUND EQUIPMENT

Phone SUtter 8854
420 Market Street
San Francisco

The Western Journal of Education

HARR WAGNER, EDITOR

OFFICIAL DEPARTMENT — Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

A UNIT OF WORK ON "OLD MEXICO"

FOR THE 5A GRADE

BY VIOLET WURFEL, *Teacher, San Diego City Schools.*

[EDITOR'S NOTE: We realize it is too late for a class to make use of this interesting material before the close of the present school year. But, as the author suggests, September is a good time to begin the study of Mexico, because their great holiday, the Independence Day of their nation, falls on September 16. The publication at this time of the Mexican Unit may suggest to vacationing teachers the collection of material for such a study, as the opening activity of the coming year.

The unit, drastically cut to fit available space, can be little more than an outline of the results actually accomplished under Miss Wurfel's guidance. But even as an outline it has value to stimulate interest and to act as a guide for an activity based on Mexico.]

Objectives

1. To increase children's knowledge of our southern neighbor.

2. To lay the foundation for a better understanding of and a permanent interest in Mexico.

3. To overcome the tendency of American children to have an attitude of superiority towards Mexican children in our schools.

4. To strengthen the sense of racial and national pride among Mexican children in California schools.

Launching the Unit

September 16, Mexican Independence Day, is a good time to initiate interest in the project. If Mexican chidren are in the room, ask them if they can tell how the day is celebrated in Mexico. Ask them to tell the story of Hidalgo, of the "Bell of Dolores," of the Mexican flag and its figures.

There should be in the room a collection of Mexican articles — serapes, pottery, sombreros, jewelry, lace, and a Mexican flag. On the reading table should be a collection of pictures and story books of Mexico. Interest may be roused by reading or telling stories to the class, by a visit to a museum where there is a Mexican exhibit, by a movie or still film of Mexico, by a treat of Mexican candy brought to the class, by records of Mexican songs, by the stories of some traveler who has lately visited Mexico.

Interest once aroused, and the children curious to know more about Mexico, a plan of work may be organized. The class can make a list of suggestions of things they want to find out, and write them on the board at random, listing, for instance, language, bull fights, churches, schools. Discussion can develop these topics into an outline form for fruther study. Here is a list for such an outline that developed from class discussion. The topics are given and in part the material afterwards accumulated is indicated under the topics.

The Unit by Topics

1. Location of Mexico on the globe.

2. Topography — Peninsulas; surface regions: Lowlands, plateaus, mountains; volcanoes; climate by regions.

3. Natural resources—Minerals, oil, water power, forests, horticulture.

4. Industries—Sisal production, stock raising, mining, oil production and refining; handcrafts of weaving, pottery, lace making, jewelry making, leather work; farming, and the manufacture of articles from the farms and plantations; grain milling; cotton and wool spinning and weaving; manufacturing of paper and paper articles, soap, shoes, rope, cigars and cigarettes.

5. Transportation—In Aztec days, human burden bearers, no animals; some good roads paved with stone; boats. In Spanish colonial days, horses, donkeys, mules, and oxen used for carrying; good paved roads built. Today, human carriers and burros still to be seen in rural districts, oxen and ox carts still used; modern transportation increasing rapidly; trains, automobiles and airplanes.

6. History and Government—Aztec people and government; Spanish conquest; colonial development; revolution for independence; the empire period; Diaz; revolution of 1910; Mexico today.

7. The Mexican People—Ancient races, Mayan, Aztec, and other races; where did they come from? Their civilization; survival of native races and customs in modern Mexico; the Spanish, their home land and their culture; modern Mexico; native races still of pure blood; European descendants, mestizos.

8. Customs of the people: Types of homes —jacales, of adobe, stone, wattles, boards; the beautiful and typical patio home of colonial type; modern Hollywood architecture. Food, clothing.

9. Public Spectacles and Amusements — National lottery; bull fights; cock fighting; fronton. Today there is a growing interest in sports common to other lands: football, baseball, basket-ball, golf, polo, swimming, hockey. The "fiesta" of the villages is the most characteristic spectacle of Mexican life; it is usually combined with a market day and a religious festival. There will be plays, songs, dances, races, and other sports, and always an elaborate dinner.

Other interesting customs are: The village market, in the open air, where the homemade craft work is exchanged and all kinds of food and some few articles of machine manufacturing are displayed and sold; the village wash place, either a running stream or cement tanks in the village plaza to which running water is piped, where the women of the village gather to do their laundry together, to sing and gossip and joke, while the children romp near by; the mid-day siesta, or hour for rest and sleep, from one o'clock to three, while all work stops and shops are closed.

10. Education—The University of Mexico is the oldest university on our continent, and ranks among the best universities of the world. Many Americans go there to study during the summer sessions, also at the University of Guadalajara and of Morelia.

In the cities there are good schools from kindergarten through the high school and normal schools. The rural schools are the most important part of the Mexican system because by far the largest part of the people live in the country. They teach not only the children, but all the people of the community. So they teach about farming, housekeeping, and whatever the people need to help them in their life and work, besides reading and the other subjects taught in our schools.

11. Art—Music, painting, sculpture, architecture, glass making, lace making and embroidery are arts introduced from Spain, in part. Pottery, weaving, carving, are native arts characteristic of Mexico.

12. Religion—The Mayan and Aztec religion; survivals in the life of today; the country converted from paganism by Catholic missionaries; church separated from state in 1857; entirely suppressed today, but the majority of the people still Catholic in faith; the architecture of colonial Mexican churches the finest of the period on this continent; still are marvels of beauty, though most of them have been closed by the government or are used for other purposes. Little shrines in the homes and on waysides used to be a charming feature of Mexican life; they are now forbidden.

Activities

We planned to have reports by three or four children each day. Each child chose a subject from the outline for one report. Or, for special topics, the class divided into committees to work on the topics chosen by the group. The teacher suggested books for reference for the topics to be reported upon, and contributed visual aids—pictures, slides, still films or movies—to round out the understanding of the different phases of Mexican life.

Each Friday the topics for the week were summarized, and often a completion, multiple choice, or true–false test was given as a check on the growth during the week.

The children checked their own work with question and answer games.

As our knowledge of Mexico increased, our sphere of activities widened. We decided to make things, dramatize our knowledge, write stories.

Things to Do

Pottery can be made by the coil or wheel method. A boat like the ones used on Xochililco can be made, to go on wheels. Costumes of the regions and the Chino dancing dress and the charro rancher's costume can be made. If a metate can be obtained, or approximately reproduced from rough stone, corn can be ground in the ancient way, and tortillas, atole, tamales, can be made, and other Mexican recipes can be tried. If there are maguey plants (century plants) available, pulque can be made. Fibers of any available plant can be spun, as the sisal and maguey fiber is spun, for rope or for weaving. Looms may be made and reproductions of serapes attempted. Maps can be drawn in outline and used for many purposes—for political divisions, climatic regions, products, industries, etc. A salt and flour map will show the striking topography of Mexico.

Santa Barbara School of
NATURE STUDY
•
FIELD SESSION AUGUST 3-14, 1936.
For Full Information, write
HARRINGTON WELLS,
Director
Santa Barbara State College

Correlation With Other Subjects

Arithmetic—Mexican coinage and exchange rates. Nature Study—Birds, flora, animals, and geology of Mexico. Art—Every side of the study of Mexico leads to the use of art experiences; pottery, weaving, and mural decoration perhaps would be the most immediately suggested. Music—Records and written songs, the music for dances, offer a wealth of typically Mexican material. Reading, spelling, language, find exercise in a wealth of interesting books of the age level on Mexico, in notebooks, reports, written and oral, on chosen topics, poems, stories, dramas. Physical Education—Dances.

Summarizing Activities

An exhibit of completed notebooks, maps, handcraft, collections of pictures or articles. A series of talks illustrated with slides or drawings. A program of songs, dances, stories. A play.

A good dramatic project which might sum up the work of the unit would be the presentation of a Mexican fiesta. If out-of-doors, the village market place, with booths and articles offered for sale, would be the background. Visitors could be provided with replicas of Mexican money for their purchases. The fiesta would include a procession, dances, songs, a drama. A dinner of Mexican foods would conclude the celebration.

Reading Materials

A. For Teachers:

Bancroft—"History of Mexico." A complete history of Mexico. A Pan-American Union publication on Mexico. May be obtained from Department of Public Documents, Washington, D. C.

Terry—"Mexico." Furnishes accurate information on all phases of Mexico.

Quinn—"Beautiful Mexico." A geographical description of Mexico today

Prescott—"Conquest of Mexico"—The best account of the discovery and conquest of Mexico, and of the people and the culture of the indigenous civilization.

Priestly, Herbert—"The Mexican Nation." Most complete up-to-date one-volume history of Mexico.

Chase, Stuart—"Mexico." Popular but reliable account of the present social and economic conditions of Mexico.

Storm, Marian—"Prologue to Mexico." Beautiful descriptions of the land and the people of Mexico today.

Brenner, Anita—"Your Mexican Holiday." Modern guide book, new style. Reliable, but also amusing and discerning.

B. For Children:

1. *Factual Material*—

Allen—"North America." For fifth and sixth grades, it is especially good for industries of Mexico.

Atwood, Thomas—"The Americas." For fifth and sixth grades, takes Mexico by climatic belts. Excellent map, questions.

Carpenter—"North America." For fifth and sixth grades. Complete and entertaining.

Chamberlain—"North America." For upper grades.

Clark and Gordy—"What Men From Europe Brought to America." For fifth and sixth grades; tells story of conquering of Mexico by Cortez.

George—"Little Journeys to Mexico and Central America." For fifth and sixth grades. Complete, interesting, semifiction.

Halleck, Frantz—"Founders of Our Nation." For middle grades, about Aztecs.

Huntington, Benson and MacMurray—"Living Geography I." For grades four to six. Good product maps.

Jordan and Cather—"Highlights of Geography of North America." For sixth grade. Emphasizes physical geography, minerals, earthquake rift. Good for reports.

Kelty—"Beginnings of American People and Nation." For fifth and sixth grades. Story of Cortez.

Kelty—"Growth of American People and Nation." For middle grades. Contacts and relations with the United States.

Smith, Susan—"Made in Mexico." An account of the arts and crafts of Mexico.

Scott, Natalie—"Your Mexican Kitchen." Delightful and detailed account of Mexican cookery.

Franck—"Mexico and Central America." For middle grades; interesting and complete study of present-day Mexico.

MacMurry and Perkins—"Advanced Geography I." For middle grades. Incomplete.

Nida-Webb—"Our Country Past and Present." For middle grades. Life in the southwest.

Smith—"Human Geography." For middle grades. Incomplete, brief.

Winterburn—"Spanish in the Southwest." For middle grades. Story of Cortez. Good World Book Encyclopedia: "Excellent reference material. Useful for reports."

2. *Stories*—

Butler—"Our Little Mexican Cousin." For middle grades. School, New Year, climbing Popocatepetl.

Gaines—"Lucita."

Gay—"Pancho and His Burro." For younger children, very good pictures.

MacDonald—"Manuel in Mexico."

Moon—"Nadita."

Morrow—"The Painted Pig." Easy to read and entertaining.

Perkins—"The Mexican Twins." Grades four to six. An easy yet complete story of the life of a peon family on a large Mexican ranch. Fiestas, schools, church and home life are included.

Purnell and Weatherwax—"The Talking Bird." Stories of Mexican life of today. Also legends of old Aztec life as told by grandfather.

Purnell—"The Wishing Owl." Stories of Yucatan.

Richards and Landazuri—"Children of Mexico." Stories of children throughout the different periods of Mexican history. Supplemented with factual material so that the book covers the history, geography, customs, and industries of Mexico today.

Thomas—"The Burro's Money Bags." Good story of child life in Mexico today.

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery

Main Store — 1120 Market Street, Opposite 7th Street
Branch Store — 825 Market Street, New Commercial Market, Near Fourth Street

Telephone MArket 3303-3304
Specializing in food products for building and maintaining health
Send for Free Catalogue

You'll want your pupils to have the new

RUGG KRUEGER

SOCIAL SCIENCE COURSE FOR ELEMENTARY SCHOOLS

Because of

Its breadth of scope—geography, history, science, civics, economics, and ways of living, all woven into one thrilling story of man's advancing civilization.

The freshness and sheer interest of its stories.

Its many unusual and instructive pictures.

BOOKS WORKBOOKS
TEACHERS' GUIDES
Circular #723

GINN AND COMPANY
45 Second St., San Francisco

JOSEPH P. NOURSE NAMED SAN FRANCISCO SUPERINTENDENT OF SCHOOLS

FROM THE RANKS of its own staff, the Board of Education, at a special meeting held on Monday, May 11, elected Joseph P. Nourse, principal of Galileo High School, to be Superintendent of San Francisco Public Schools, effective July 1, 1936. The election of Mr. Nourse was voted unanimously.

Superintendent Lee, who leaves for New York to become director on July 1 of the National Occupational Conference, conferred with Superintendent-elect Nourse on Tuesday, May 12, and discussed plans for gradual transfer of responsibilities to the new superintendent.

In appointing Mr. Nourse, who has been a member of the staff of the San Francisco public schools since 1901, the Board of Education gave recognition to service and promotion within the ranks.

A mild-mannered, soft-spoken scholar, Mr. Nourse has commanded the respect and admiration of both parents and pupils in San Francisco since he entered the schools here as a regular teacher. Mr. Nourse was first invited to join San Francisco's school system in 1901 to teach Latin and Greek at Lowell High School. Eight years later he was appointed head of the classical languages department there.

His interest in military training having been strong from the time he chose Stanford instead of an appointment to West Point, Mr. Nourse organized the Lowell unit of the High School Cadets in 1915, and two years later was invited to command the entire San Francisco organization of cadets.

With his return to school duty after the Armistice ended his service with the Officers' Training Camp at the Presidio here, Mr. Nourse believed the time had come to organize an R.O.T.C. unit in the San Francisco high schools. In 1919 his request, sanctioned by the Board of Education, to the War Department was granted, as well as a further request for a regular army officer as director. Major Winfield S. Overton was detailed to the command, and together Mr. Nourse and Major Overton organized San Francisco's R.O.T.C. with the High School Cadets as a nucleus. Mr. Nourse was named a major in the California National Guard during the administration of Governor Hiram W. Johnson.

At this time Mr. Nourse wished to return to his chosen field as a teacher, and asked—his only personal request for appointment—to be sent to Humboldt Evening High School, where he gained valuable experience with evening high schools and the field of adult education.

Mr. Nourse's fourth proffered appointment was to the High School of Commerce as vice principal, where he remained until September, 1920, when he was named principal of Polytechnic High School during James E. Addicott's absence.

With Mr. Addicott's return, Mr. Nourse was immediately asked by the Board of Education to become principal and organizer of the proposed Galileo High School, which opened in 1921 in the old Red Cross buildings in the Civic Center.

Mr. Nourse was born and recived his early education in Pennsylvania. Coming to Santa Ana, Cal., with his family as a boy, he was graduated from Santa Ana High School, and then attended Stanford University, where he received his degree in 1897.

He returned to Santa Ana to teach three years and then went to the University of California to study Greek preparatory to joining the American School of Classical Studies in Athens. It was while at the University of California that Mr. Nourse was given his first appointment by the San Francisco public schools and made his first decision in favor of teaching young people rather than studying ancient customs.

Joseph P. Nourse

Mr. Nourse served one term as president of the San Francisco Principals' Association and three terms as president of the San Francisco Teachers' Association. Recently, he has been an active member of the affiliations committee of the California Secondary School Principals' Association, a group composed of eight California principals and eight members of the faculty of the University of California.

Second only to his pioneering the R.O.T.C. in San Francisco stands Mr. Nourse's program of counseling and guidance which he organized at Galileo High School before the need for student guidance was widely recognized as an important part of San Francisco's education program.

Commenting editorially on the appointment of Mr. Nourse, the San Francisco *Chronicle* said: "The schools and the school children of San Francisco are to be congratulated on their new superintendent. The Board of Education has chosen a man of character, personality and proved administrative ability. Nothing flashy about Joseph Pomeroy Nourse; he is a quiet, modest man, but his qualities are sound and solid and all who know him like him for them.

"The new Superintendent's record is here in San Francisco, thirty-five years of it in this school department. He has been tried in various capacities and has succeeded in all of them. In the latest, the principalship of the Galileo High School, which he organized and which has never had any other principal, his managing ability has been outstanding. The administrative skill Mr. Nourse showed at Galileo, his talent for choosing good assistants and working with them wholeheartedly was one of his strong recommendations for the larger task of Superintendent.

"Congratulations are due to the Board of Education."

Elsewhere in this issue we have quoted the saying that educators must keep their feet on the ground—but not *both* feet at the same time—if progress is to made! We feel that the San Francisco schools have chosen such a man as their new leader, one who has a solid foundation of educational achievement upon which an administrative future of confidence and progress will rest firmly.

STATE BOARD OF EDUCATION MEETING

AT THE MEETING held on May 8–9, 1936, in addition to routine business, the welcoming of the new member of the board, A. W. Eckman of Los Angeles, and the appointment of new committees, the meeting was devoted to problems concerning junior colleges, their anticipated future expansion, and their financing. Discussion of these topics was led by Mr. Kersey and by Nicholas Ricciardi, Grace Bird, John M. Peirce, and C. S. Morris. Decision regarding these problems, after further investigation by committees, will be made in the meeting of July, 1936.

Following is the list of committees appointed for the coming year: Textbooks—J. R. Gabbert, Miss Alice H. Dougherty, Mrs. Florence C. Porter, R. E. Golway. Retirement Salary—Daniel C. Murphy, Armistead B. Carter, Alice Rose Power, R. E. Golway. Preliminary Investigation of Charges—Alice H. Dougherty, Mrs. Florence C. Porter, J. Harold Decker. Legislation and Finance—J. Harold Decker, J. R. Gabbert, Daniel C. Murphy. Vocational Education—Armistead B. Carter, R. E. Golway, Arthur W. Eckman. California State Historical Association—Arthur W. Eckman, Alice Rose Power.

FIRST ART COLLEGE IN THE WEST

ANNOUNCEMENT of the establishment of the first art college in the West has recently been made. The new college, to be called California College of Arts and Crafts, is located in Oakland, and is the outgrowth of the California School of Arts and Crafts, founded more than a quarter of a century ago. Frederick H. Meyer is the president.

The new institution will be a fully accredited college of arts and crafts for men and women. Its work is to be carried forward in three schools: School of Fine Arts, School of Applied Arts, and School of Art Education. In each of these schools the college will offer academic and professional training leading to degrees, as well as special professional courses designed for nondegree students.

California College of Arts and Crafts will have the distinction of being the only art institution on the Pacific Coast authorized to grant college degrees. It is empowered by the State of California to grant the following degrees: Bachelor of Fine Arts, Bachelor of Applied Arts, Bachelor of Art Education. The new institution will occupy the buildings and campus of the former school, located at Broadway and College Avenue, Oakland.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

Growth in Library Service in California

Thirty-six years ago there were thirty-five counties in California without a public library within their boundaries. Each of thirteen other counties had only one public library. Thirty public libraries comprised the entire number in the ten remaining counties of the state. Until 1900 the State Library could be used only as a reference library.

Between 1903 and 1911 organizers sent out by the State Library assisted communities in establishing thirty-seven more public libraries to serve the residents of cities and towns.

The era when the State Library focused attention on libraries for rural people began when the first county library law was enacted in 1909. Twenty-six years have elapsed since the first county library was legally established in California. The development of library service has gone steadily forward both in the cities and the rural sections until at the present time almost 98 per cent of the people of California have public library service available to them. The entire population of California has the nonfiction resources of the State Library made easily accessible.

The large city libraries have expanded until they have a network of branch libraries to give convenient service to all parts of a city. For instance, the city of Los Angeles has 119 branch libraries, of which 48 have reading-rooms. It is taken for granted that trained librarians will be in charge of city library branches. This, however, is not usually the case with rural branch libraries.

The forty-six county libraries in California are required by law to employ librarians certified by a state board of library examiners. Their staffs comprise many assistants with library training. The county libraries, like the large city libraries, are a network of branches. Public library service is made available to rural people in forty-six counties through 1666 community branch libraries. These counties also provide specialized service through their county libraries to 2381 school branches. The school branches are in charge of teachers. The community branches have custodians.

Public library service to rural residents has necessitated the employment of many people untrained in library work. Often these branch libraries are kept open only a few hours during several days each week. Usually a small sum is paid for the custodian's services.

The 1666 county library community branches present a wide range in types of custodians, size and quality of the collection of books, number and occupational types of people served, housing and proximity to the headquarters of the county library. There are county library branches which are as large as town libraries, are located in well constructed and equipped library buildings, and are administered by trained librarians. The vast majority of county library branches are comparatively small. They are housed in country postoffices, telephone offices, homes, rural hotels, stores, rented rooms, offices of farm advisers and country newspapers, county institutions, and many unusual places such as CCC camps, highway camps, power and electric company plants, lookout stations, and other isolated places.

The housing of the branch usually indicates the type of custodian. Rural postmasters, telephone operators, mothers in the homes, rural editors, farm advisers, nurses, club women, forest rangers, and people representing many other walks of life are in charge of community branch libraries throughout the valleys, coast area, mountains, and deserts of California.

It is most evident that it is not feasible to have trained librarians in these numerous small branch libraries. It is essential, however, that custodians shall be actively interested in making the branch library a source of information and pleasure to their respective communities. Much effective library service to rural people has been accomplished by custodians under the guidance of county librarians and trained assistants.

County librarians have kept in contact with custodians by visiting the branches, encouraging the custodians to visit county library headquarters, preparing manuals of instruction, sending monthly circular letters, and holding custodians meetings.

At custodians meetings the custodians become acquainted with one another, discuss their local problems, see the staff and the resources of the county library, and widen their local viewpoint through hearing speakers from their own county or other counties and occasionally talks by state officials.

When Fresno County Library held its annual custodians' meeting this year one of the speakers was John D. Henderson, librarian, Kern County Library. Mr. Henderson administers a library which serves the entire county and has a number of large, well equipped branches. Among his custodians are trained librarians. In addressing the custodians of Fresno County, Mr. Henderson presented a fine ideal toward which all custodians might work. The following article gives these ideals.

What a County Librarian Has a Right to Expect of a Custodian

By JOHN D. HENDERSON,
Librarian, Kern County Library.

In this discussion you will note that very little is taken for granted. While the points made are obvious for the most part, they are given for emphasis rather than as new ideas. What is your part in the library program? What is your relation to the head librarian? The answers to these questions will bring out what a county librarian has a right to expect of a custodian.

To be socially useful, the library must provide a service to the people of the community who value education and wholesome recreation. Owing its support to the county as a whole, the library should meet the demands of every element in the community for information and worthwhile entertainment. As an educational institution the library has an interest in and gives direction to the cultural development of the community.

To this end a carefully selected collection of books and other printed matter is provided at the public expense. The library is a non-political department of the county government. It functions under legal authority. Available to all who will use it, the library's wealth of reading material is thoroughly organized and in charge of an expert, the head librarian.

The administration of library service over a large area calls for a high degree of centralization. If there is to be a consistent policy and uniform service throughout the county, there must be a concentration of control in a central authority. Responsibility for the work of the entire system centers in your librarian. In your community you are the librarian's representative. You have responsibilities to the head librarian, to the community, and to the library profession.

By virtue of your custodianship you are in a position of trust and confidence in representing the county library in your community. You are expected to do your work in accordance with the library rules. Loyalty to the librarian is taken for granted in carrying out the trust which your relationship with the library and the community implies. It must be remembered that your branch is one unit in a large organization; that you are following a pattern of work designed at headquarters to reach all of the important centers of the county; that your participation in library activities must be consistent with this pattern.

You are depended on to carry out the library's policy. To do this you must not only be thoroughly familiar with your manual, but you must have some knowledge of the work of all of the departments in the library affecting your branch. An understanding of the organization of the library and the aim of the service is essential for a proper interpretation of policy and rules.

In her daily contacts with books and readers the custodian should be able to offer to each borrower the most worthwhile titles in the book collection appropriate for his needs. To do this she must know her borrowers as well as her books. She should send frequent suggestions to headquarters for needed subjects and titles. She must have a sense of literary values as well as a good knowledge of the resources of her branch. If she is to guide others in their reading, she should have a wide reading experience of her own. She should be familiar with the influence of great books. She should know all of the informational sources in her book collection if she is to render prompt reference service and not delay a borrower by sending to headquarters a question that could be answered at the branch.

This ideal of service requires that the custodian be informed on current literature as well as on the older established works. Important magazine articles should be read and noted. National and world affairs should be followed closely in the newspapers and periodicals in anticipation of requests for information. In addition, special attention should be given to new shipments for unfamiliar authors and titles.

The value of a custodian to the library and to the public depends also on her attitude toward her work. The library's reputation in your part of the county is established by the spirit and quality of the service you render. You can never allow a reader to get the impression that he has not received the very best the library affords. In dealing with the public, tact, resourcefulness, enthusiasm, and high standards of work mark the successful branch assistant.

Your service to children is as important as any that you can render. Make friends with them now: teach them the library habit, and you will give them a life-long educational

asset. Our juvenile work begins with the very young child. It goes side by side with the work in the school. It carries on when school leaves off.

What can the custodian do to increase the branch's usefulness? How can potential borrowers be made library patrons?

The enterprising custodian will study carefully the opportunities for library service in her community. She will coöperate with the P.–T. A., the schools, and churches in providing special material that they can use. Through reading lists and exhibits, she will make known what the world of print can offer pertaining to community interests. Making available program material to civic and social organizations will make the library and the librarian better known. If headquarters is notified in advance, special shipments can be made of material significant to a forthcoming local event.

A neat and orderly reading-room is essential to good service. The branch librarian must, therefore, be a good housekeeper. Interesting and frequently changed displays, a tasteful use of flowers and pictures, will give character and personality to your branch. Patrons will use the library with pride and pleasure if an inviting atmosphere is created for them.

Successful professional work in any field requires a constant training in service. The possibility of increased usefulness should never be lost sight of.

We who earn our living by offering to our borrowers the resources of knowledge should be familiar with the publications relating to our work. We should be expected to enjoy the advantages for personal and professional growth that we are urging on others. We should follow closely periodicals available in our branches for discussions of library problems.

Membership in the California Library Association and attendance whenever possible at state and district meetings are important for professional development, which will mean a greater usefulness to your community. And in usefulness lies the social value of the library to the county.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(Formerly California School of Arts and Crafts)

30th SUMMER SESSION

June 29 to August 7, 1936

PLAN now to devote this summer to the pleasurable study of the arts and crafts. State accredited art college for men and women offers over 20 courses in Drawing, Painting, Design, and the Crafts. Faculty of 15 specialists, including Vaclav Vytlacil, international authority on Contemporary Art.

ONLY art institution on Pacific Coast authorized to grant degrees. Ideal vacation environment—beautiful 4-acre garden campus centrally located for the entire East Bay region. Tuition fees moderate.

Write F. H. Meyer, President, for Summer Catalog.

Broadway at College Avenue
Oakland, California

PALO ALTO'S NEW SUPERINTENDENT

J. R. OVERTURF, deputy superintendent of schools in Sacramento, has been appointed Superintendent of Schools in Palo Alto, succeeding A. C. Barker, who retires in June.

J. R. Overturf, Palo Alto Superintendent.

Mr. Overturf has held his present position for twelve years. Prior to assuming this position he was Superintendent of Schools in Lodi. He is a native of Nebraska and attended the rural schools and high school there. His degrees were received at Frémont College, Nebraska, and the University of Nebraska, with graduate work at Stanford University. He has done extensive institute work and summer teaching, having served on the summer faculties of Chico and San Jose state colleges and was associate professor at Stanford in the summer of 1932. He has been for more than a year president of the Northern Section of the California Teachers' Association.

Mr. Overturf will bring to the superintendency of Palo Alto proved capacity for leadership. He is well known throughout the state for the outstanding work he has done in Sacramento in the fields of administration and curriculum.

Palo Alto has recently voted bonds for a new junior high school building. They will look with confidence to their new superintendent to organize the program in the junior high-school work, which is now for the first time being undertaken in Palo Alto. Mr. Overturf brings an accumulation of successful experience in this particular field in Sacramento to his new problems.

HELEN HEFFERNAN TO TEACH AT U. C.

HELEN HEFFERNAN, chief, Division of Rural Schools and Elementary Education, State Department of Education, is to give two courses at the University of California summer session which will be of major interest to teachers in the elementary field—"The Activity Program of the Public Schools" and "Social Studies in the Elementary Schools." Both courses are scheduled for five meetings a week, for the full session, June 29–August 7.

BOOK REVIEWS

THE TEACHING OF NATURE STUDY AND THE BIOLOGICAL SCIENCES, by Harrington Wells. Published by Christofer Publishing House. Price, $4.

This handbook for teachers is the outgrowth of twelve years of successful experience in teaching the science studies by Professor Wells at the Santa Barbara State Teachers' College. To the young teacher it should be a life-saver, to enrich his own inexperience and to spare him the mistakes that mark the path by which one gains experience. Every phase of the work seems to be adequately covered—methods, procedure, equipment, correlation with other studies, and materials. A full and classified bibliography of books, periodicals, and visual materials fills fifty-six pages, and in itself is a monument to the painstaking care of the author. A well-organized table of contents and index complete the value of the book, full of practical help for the young teacher and full of inspiration for any teacher.

PSYCHOLOGY FOR THE AVERAGE MAN, by H. Clay Skinner, Ph.D., Professor of Psychology, Pennsylvania College for Women. Bruce Humphries, Inc., Boston, Mass. Price, $1.25.

This is the story of psychology written in plan, straightforward facts told in language simple enough for everyone to understand. It is for the layman. This little book should find a place on every bookshelf.

THE MODERN SCHOOL HISTORIES, published by Noble & Noble, Inc., 100 Fifth Avenue, New York.

SCARFACE, by Dorr G. Yaeger. Penn. Price, $2. Pictures the fine American grizzly in his last desperate stand against the advance of civilization. Grades 7–8 and high school.

FRANZ, A DOG OF THE POLICE, by S. P. Meek. Penn. Price, $2. Trained in Berkeley kennels for police work, Franz proves worthy of the honor and love he wins. Grade 8 and high school.

CHILDREN OF BANANA LAND, by Melicent H. Lee. Illustrated by Leslie W. Lee with fifty illustrations in black and white and color. Reading age, eight to twelve. Published by Thomas Y. Crowell Company. Price, $2.

This story deals with Benito and Lola, two Indian children on a banana farm in a clearing of the jungle in Honduras. The growth of the bananas, the trials incident to a banana farm, and the packing of the fruit to the "pick-up" launch on Turtle River is the theme

—*Continued on Page Fifteen*]

Quality

SALTED AND UNSALTED NUTS
for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop
791 MARKET STREET
(Next to California Theater)

THE PROGRESSIVE EDUCATION ASSOCIATION

The Northern California conference of this association met in San Francisco on April 24 and at the University of California, Berkeley, on April 24, 25, and 26. The conference was an event of importance to California. It gave us an opportunity to meet and to hear some of the educational leaders of other parts of the United States whom we have known in the past only from their writings.

The meetings were so numerous and so scattered over both sides of San Francisco Bay that it was possible only to hear and to report on a few of the distinguished speakers. The opening meeting was in San Francisco on Friday morning. It was the occasion of the initiation of a new plan originated by Superintendent Lee to distribute the three days of institute required by California law through the year, to make available to San Francisco teachers such outstanding occasions as this conference. So on Friday morning the War Memorial Opera-House was filled to its last seat with the entire teaching force of the city, as well as visitors from other districts. The speaker who opened the program was Professor Boyd H. Bode of the Ohio State University.

His topic was "Educating for Democracy." He pointed out that in the past our democracy had been sustained and controlled by the public opinion of the small and coherent community typical of our earlier American scene. The prevailing urban community of today is too vast and heterogeneous to perform the old function of shaping the ideals and conduct of the young by public opinion. The school must become a microscosm of the community, in which a truly democratic way of life shapes the habits of the children to a kind of democracy of thought and conduct that will carry over into their adult community life. Professor Bode with flashes of wit made his points clear. "America is becoming open-minded to the need of a new type of education. The war and then the depression taught us this need. We are like the man I read about in the personal column of a country newspaper—'Mr. John Watkins is much improved from being kicked by a mule.'

"The community no longer can exercise control over individual conduct by public opinion as it used to do. Today no one would need to say, as did the plaintive widower of a former day, 'It's gittin' so in this town a man can't shine his shoes without the neighbors sayin' 'He might have waited a while longer.'

"If the old-time school teacher should come back today he would not know whether he was in a school or at the county fair. This is as it should be. The school must offer the child a chance to understand the complex life of the community by seeing it stepped down to a scale which he can comprehend.

"The life of the school must be organized on the forms of democracy, on coöperation between teacher and pupil, not on authority and obedience. The teachers of today cannot say, as Woodrow Wilson is said to have exclaimed to the trustees of Princeton, 'How can I achieve democracy at Princeton unless you give me absolute authority?'"

The Friday afternoon session in San Francisco was presided over by Miss Bertha E. Roberts, deputy superintendent of San Francisco. Doctor Laura Zirbes of the Ohio State University was the speaker. Her speech defended the practices of the progressive school against the old-line conservatives with skillful argument. Some of her points will be remembered for their wit.

"The conservative says to the progressive, 'Yes, yes, but you have to keep your feet on the ground!' True, but not *both* feet at the same time. One foot at a time has to be *off* the ground, if we are to get anywhere!

"The conservative says 'Don't discard the old methods for education is the process of passing on to the child the social heritage of the past.' Well, there *are* folks today who define the 'social heritage' as 'the mess we're in.' Perhaps we need new methods to educate children who can get us out of the mess!

"The conservative says 'The old ways of learning were good. Take reading. *We* didn't have any of these new notions about learning to read! But we *learned to read*, didn't we?' I answer them, 'Yes, we learned to read, *after a fashion!* I learned to read, sure. Lately I took a test and found I was a remedial case! I took a course in remedial reading—and now I can read as well as our present-day twelve-year-olds!

"Timid educators hesitate to try the new methods because the Joneses don't do it. I wish some millionaire would set up a fund to subsidize the Joneses to try some really progressive ideas. Then maybe America would follow!"

Saturday morning Doctor Zirbes talked at the Greek Theater on "The School and the Community." She pointed out splendid examples of towns where the school and the community functioned as one, to the great advantage of both. But these instances, she said, were all in relatively small towns. Too often in the large cities the sheer machinery of administration crowds out the opportunity for human service. The rural schools of Mexico and the folk schools of Denmark were described as schools which are true community centers. The ideal school should be somewhat like Hull House, a center of community vocational and recreational activities, with classes for children as only one of these activities. The schoolhouse of today is built for classes of children, with perhaps some provision made for occasional limited use by adults. It should be the other way. The building should be constructed with the needs of the whole community in mind, and provision for children incidental. One reason for the gap between our schools today and our communities is that the school is largely staffed by young people who are the product of four years or more of segregated life on a college campus. During their most impressionable years they have been cut off from contact with normal community life. Our tendency to segregate children by age, by I. Q., by sex, tends further to stunt the growth of normal community spirit.

One pleasure offered to California teachers by this conference was the opportunity to hear Doctor Harold Rugg, whose work in the social studies has played such an important part in our recent curricular work. His speech in the Greek Theater on the "Social Scene" dealt with the vast changes brought about by science and machinery and their effect upon the spirit of our people. In the afternoon a session on the social studies again heard Doctor Rugg, this time in a discussion of the ideal social studies curriculum from the elementary grades through the high school. Doctor John A. Hockett of the University of California presided. An able panel of social studies leaders did their best to "gang up" on Doctor Rugg and to put him on his mettle to defend his theories. The discussion resolved itself largely into the opposition of the "child-centered" program, based on maturation of the child and spontaneous interests, versus the ideal and carefully constructed curriculum worked out by the teacher and applied more or less uniformly. The discussion was spirited and kept the large audience stirred with interest. The formidable panel which Doctor Rugg faced consisted of Doctor Irving R. Melbo, assistant in research, Oakland; Robert A. Abbott, Horace Mann School, Oakland; Doctor P. E. Davidson, Stanford University; Ray Dean, David Lubin School, Sacramento; Mrs. Leona H. McCully, Stanford; Wesley Young, Stockton High School.

Doctor Rugg spoke at several other sessions and at the banquet held Saturday evening.

The Bay Region will remember this conference as an opportunity of rare value to meet the people who are making history in the progressive educational field of America.

STANFORD SUMMER CONFERENCE

Stanford University will conduct a summer conference on curriculum and guidance during the week of July 6–10 on the Stanford campus. A long list of nationally known educational leaders will participate in the conference, among them John Studebaker, United States Commissioner of Education, and George S. Counts of Columbia University. The staff of Stanford University will be assisted by these visiting contributors and by a number of distinguished educators from the schools and colleges of the Pacific Coast.

This conference is planned to serve classroom teachers on all levels of the school system, curriculum workers, guidance workers, administrators, research workers and the lay public. Details concerning the program may be obtained by addressing an inquiry to Dean Grayson N. Kefauver of the School of Education, Stanford University.

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
Phone: SUtter 2980

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 Crooker Building, Garfield 1346
Residence: 450 17th Avenue, Evergreen 1560
San Francisco, Calif.

LEADERSHIP IN SAN MATEO COUNTY

UNDER the capable leadership of Pansy Jewett Abbott, Superintendent of Schools, and of Eleanor Freeman, director of rural education, a program of educational coöperation is going on in San Mateo County that is alive with interest and fruitful with achieved results.

In this county, in spite of its many remote districts, more or less isolated from the main currents of community life, there are no backwaters of stagnation. Miss Freeman's enthusiasm and her gift for organization have drawn the personnel of the schools into a type of coöperation that has done away with those implications of isolation and backwardness often associated with the idea of the "country school teacher."

Through a definite schedule of group or committee meetings, Miss Freeman keeps in touch with the individual teachers. The committees, working together on some problem of importance to the schools, strengthen their feeling of group solidarity and take pride and satisfaction in the concrete results of their work when these are made available to the county as a whole.

An example of this group activity of San Mateo County teachers is going on at present. Teachers and their pupils are collecting all the data that can be found on the early history of the county. Each school is responsible for the history of the region which it serves. From old files of local newspapers, old diaries and letters, the remembered tales of old settlers—from all these sources the stories of the early days of San Mateo County are being collected. The data are being organized in accordance with approved historical method. One outcome desired for this activity is, of course, an actual contribution to the substantial material of history. But the more practical outcome from the point of view of the schools will be a book of local history told in stories of the proper reading level for the grades which are studying their own county.

Every child and every teacher in the county is interested in the project. Through effective leadership it will not only provide individual training for those who share in it, but will bring out of this coöperative effort a concrete and valuable achievement.

Another fine piece of work has been organized in the field of the library, a project of "unit bibliographies." The various units which form the basis of the school curriculum have been assigned to committees of teachers, who are working out complete bibliographies for each unit. Here, again, a twofold object has been kept in mind. First, the teachers get an intensive training in library method and in the field of their subject; second, the concrete result of the activity will be a loose-leaf bulletin, constantly growing, available to all teachers, giving them full guidance to the material at hand on any given unit of the curriculum. Miss Clara Dills, the county librarian, and her staff are heartily coöperating with this work, because this detailed evaluation of library material will give them a more exact basis for future book orders. Also, the work of the teachers will bring to their attention new material not at present on the shelves, but desirable.

The work is being done on a well-ordered plan of the card catalogue type. Each card when complete will give the title of the unit, the author of the book examined, the title of the book, the content that applies to the subject, with exact pages for the amount of material, the reading level if for the use of pupils, or, if not, its value to the teacher, and the number of copies available in the county library.

In addition to these very lively projects going on today, Miss Abbott's office has already an interesting display in the form of visual materials or printed bulletins which are the outcomes of completed projects. A bulletin on the trees of San Mateo County which Miss Freeman organized from the local contributions of her schools has demonstrated in a very triumphant way its practical usefulness. A copy of this bulletin was given to the fire warden of the county. So impressed was he with its useful content that he took his copy to the regional convention of fire wardens at Los Angeles and presented it for discussion. As a result of the discussion, the organization reprinted the bulletin, to be distributed to all the fire wardens of the State of California.

In fact, the bulletins of Miss Abbott's office, the outgrowth of the activities of her teachers under Miss Freeman's leadership, might well be listed under the title of "First Aids to the Country School Teacher"—the lucky country school teacher whose work has been rescued from isolation and filled with live and useful coöperative effort for the good of San Mateo County.

WESTERN SCHOOL NEWS

A MEMBER of the staff of Social Welfare Work in San Francisco attended the recent California Conference of Social Workers at Los Angeles. Returning, she reported informally to a member of the WESTERN JOURNAL staff, "Your Superintendent of Schools made the best speech I heard at the conference, and it roused the most enthusiasm from the audience. Believe me, he knows how to strike right out from the shoulder!" In the light of the tendency prevailing among social workers to blame all the woes of our time upon the failure of the schools, it is heart-warming news to hear that "our Superintendent" defended our position so ably and won such approval from those who are only too ready to hand us the blame for what is wrong in the contemporary world.

MAYNARD W. LINN, principal of the Riverside School, Greenwich, Conn., will teach this summer at Stanford University summer session.

I. O. ADDICOTT, director of curriculum in Fresno, has as consultant for the extensive work in curriculum which is being done in Fresno Doctor Paul J. Hanna, professor of education at Stanford University. Doctor Hanna's sane and progressive guidance is being felt in the field of curriculum construction in many parts of California, and in both rural and city schools. His work is inspiring as well as practical.

THE SAN FRANCISCO STATE COLLEGE summer session opens June 22 and closes July 31. Mary A. Ward, dean of women for the college, is director of the summer session. The entire program of this session has been planned to meet the needs of the teacher in service. There will be a demonstration school on the campus, taught by master teachers of the Bay Region. Miss Grace Carter will be the principal in the demonstration school, and assisting her are Miss Aneta Beckmann, Mrs. Clara Moore from the San Francisco school department, Miss Alice Allcutt of the college faculty, and Miss Lynda Yageman, rural supervisor of Contra Costa County. Each day during the session some member of the teaching staff will conduct a demonstration illustrating some phase of an integrated activity program.

President Alexander C. Roberts is to be the chairman of two one-week symposiums. During the week of July 6, through July 10, leading superintendents of the Bay Area will discuss various phases and problems of administration and supervision of elementary education. Doctor Frank Thomas, president, Fresno State College, will be among the visiting faculty. In addition to the professional program, many new cultural courses have been added to the summer session program.

CHARLES E. TEACH, Superintendent of Schools in San Luis Obispo, was reëlected this month for his third term of office. A unanimous election speaks well for Mr. Teach's school work for the past eight years. Prior to coming to the San Luis Obispo schools, he was Superintendent in Bakersfield.

MISS EDITH RUEBSAM, associate professor of education at the University of Nevada, is almost a Californian, in spite of the fact that she came originally from Iowa and the Davenport Training School, via a bachelor's degree from Columbia, thence to the San Jose State College, where for nine years she was in charge of kindergarten demonstration, teacher training, and supervision.

She has studied at the University of Chicago, University of California, and at Stanford, and taught one summer at Columbia. Her master's degree was received at the University of California. She taught three years in the San Jose Evening High School in addition to her other work. Miss Ruebsam took a leave of absence to work in rural supervision in Sonoma County, and made quite a contribution in that field. In 1925 she went to Nevada on a year's leave of absence, but decided to remain and has been there ever since. Her work includes that of critic teacher, elementary supervision, and teacher training.

"VACATIONS are too long!" This cry so often heard loses its point when we look through the ever-growing list of summer courses. The very growth of this list is the indication of the good use which teachers are making of the long vacation. The Swope School for Elementary Teachers is one of the oldest and most valued of these summer schools. There is a session at Long Beach and one at Santa Cruz. Essentially its value lies in this—its scope is limited to the elementary school problems and its faculty are practising elementary teachers or supervisors. A minimum of sound theory is the basis for the maximum of practical help and guidance in the concrete situations of the classroom. All elementary grades and subjects are covered in the courses offered.

This summer of 1936 Doctor Madilene Veverka, who has been the source of so much inspiration and practical help in former sessions, will give two courses. Doctor Veverka is director of elementary curriculum in the Los Angeles city schools. She brings to her work not only the long experience of her teaching and supervising in our country, but the enrichment of her studies in the schools of Europe. Besides her travel abroad, she took her doctor's degree in the University of Prague. The important activities of the social

studies field will be in the capable hands of Mrs. Ethel Saxon Ward, supervisor in Santa Cruz County, and known for her work in the curriculum of social studies.

A. C. Barker, for sixteen years Superintendent of Palo Alto schools and prior to that Superintendent of Schools in Oakland, is retiring from active service at the close of this school year. His administration has witnessed a steady growth in the schools of the university city, especially in the field of art and music. On May 14, Palo Alto voted, 6 to 1, a bond issue of $360,000 for the construction of a junior high school. This favorable vote reflects the confidence that Mr. Barker has built up in his community in their school system. He says he is going to retire and "go fishing." His teaching staff gave him a parting banquet at the Stanford Union on May 18, and presented him with a gift "to further his piscatorial researches."

SUMMER SESSION IN THE REDWOODS

The Humboldt State College at Arcata via the Redwood Highway has always had the attraction of being surrounded by the most delightful vacation country in the state. The cool and rainless summer climate should be in itself an invitation particularly to Southern California and valley teachers.

This summer a special feature is offered in a two- or three-weeks field course in geology and botany in which students will travel and study. One of two trips will be chosen, depending on the wishes of those enrolling—a trip to the Cascades, with a survey of both the east and west sides, or a trip to Alaska via the inside passage. The Humboldt College offers an unbelievably delightful combination of work and pleasure.

BOOK REVIEWS

[*Continued from Page Twelve*]

of the story. Interesting animal adventures with red, howling monkeys, flocks of parrots, porcupines, and other creatures are interwoven, so that the reader feels he is living in the very heart of the jungle.

Mrs. Lee, the author, and her husband, the artist, have formerly given us a delightful Mexican tale in "Pablo and Petra." Here they prove that they are no less at home on a banana farm in Honduras.

The Young Tentmaker, by Youel B. Mirza. Lothrop. Price, $2. Splendid story of the Persian boy, Omar Khayyam, who rose from tentmaker to great scholar. Grade 8 and high school.

Games and Stunts for all Occasions, by William P. Young. Lippincott, Price, $1. A useful book of jolly games, conundrums, party decorations, etc. Grades 7–8 and high school.

Physical Education Achievement Scales, For Boys in Secondary Schools. By Fredtrick W. Cozens, Martin H. Trieb, and N. P. Neilson. A. S. Barnes & Co., publishers. Price, $1.60.

This study, which is one of a series of five, was made possible by the very fine coöperation of a large number of junior and senior high-school teachers in Los Angeles. More than 56,000 records were obtained as a basis for the achievement scales contained in this volume. There are 155 pages, with ninety-five tables in this book.

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, Sierra Educational News.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

President
JOHN A. SEXSON
Superintendent of Schools
Pasadena

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

CALIFORNIA TEACHERS ASSOCIATION
State Headquarters: 155 Sansome Street, San Francisco

CARSON CITY SCHOOLS

CARSON CITY, NEV., is a very interesting town with a dramatic history behind it. At present it is a town of less than two thousand people. However, it is beginning to build up again. Within the year a half million dollars of building contracts have been let. Included in this half-million dollars is $100,000 for a new high school and $161,000 for a new Nevada State Library building. The Nevada Law Library is said to be the third best in the United States. New homes and new stores are also being built, and there is more activity in building construction than there has been in fifty years.

Charles Priest, City Superintendent of Schools and principal of the high school, has an excellent type of student with which to work. Although Carson City has so small a population, since it is a state capital, its residents are largely professional, and the percentage of students who go to college is very high. The Carson City High School is fully accredited by the Northwest Association of Secondary and Higher Schools, and gives general vocational as well as college preparatory courses. Standards of scholarship are high. A group of students sent to the University of Nevada from the high school last year stood highest of any of the entering group in the psychology test and in ability rating.

This high school has been chosen as one of the two hundred selected from the high schools of all parts of the United States by the Coöperative Study of Secondary School Standards for testing the material compiled by this body during the past year. The program of coöperation with this significant project for the improvement of our national schools will be stimulating to both faculty and students, and this opportunity is greatly appreciated by Mr. Priest.

When the new high school for which the contract has already been let is built, the present building, which houses both the elementary and high school grades, will be retained and used for elementary grades, and an expanded and progressive curriculum will be introduced. There is a total of five hundred students in the present institution, of which one hundred and fifty-five are in the high school.

Mr. Priest is a Southerner, a graduate of Vanderbilt University, Nashville, Tenn. He feels a close connection with California, having done graduate work at the University of California. He is a Phi Beta Kappa. He served in the World War as lieutenant in the Signal Corps and he holds the rank of major in the Officers' Reserve Corps.

He is serving his tenth year as City Superintendent of Carson City. The seven years previous to his superintendency he was a deputy in the State Department of Education. In 1931 he was elected one of the eleven vice presidents of the N. E. A. at the meeting held in California. Previous to the war, he was principal and supervisor of Eureka, Nev. His teaching experience until he came to Nevada in 1911 was in the Southern states. He is at present a member of the State Textbook Commission and director of the Nevada State Educational Association.

It is interesting to note that Rudoph Lindquist was vice principal and teacher of English at Elko, Nev., and George Jensen was principal at Elko, Nev., when Mr. Priest was in Eureka.

HEALTH TEACHING

that gets into the

EYES and SPINE

...is there to stay!

The success of your health program depends in large measure on pupils habitually doing what their lessons teach them is best for their health.

When you seat them in the American Universal Better-Sight Desk, you make it possible for them to sit *naturally* and *continually* as they *should* to protect their eyes and health. This is health teaching that is not left to chance...health teaching that is there to stay.

Classroom posture posters and interesting pamphlets relating to healthful posture and eye-protection are available for teachers' use. Address Dept. WR5

The American Universal Better-Sight Desk

ACCEPTED BY THE COUNCIL ON PHYSICAL THERAPY OF THE AMERICAN MEDICAL ASSOCIATION

AMERICAN SEATING COMPANY

Makers of Dependable Seating for Schools, Churches and Public Auditoriums

General Offices: GRAND RAPIDS, MICHIGAN

DISTRIBUTING BRANCHES IN ALL TRADE AREAS

AMERICAN SEATING COMPANY

CALIFORNIA DIVISION:

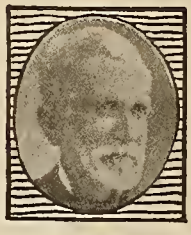
207-225 Van Ness South, San Francisco

6900 Avalon Boulevard, Los Angeles

PUBLIC LIBRARY
PERIODICAL DEPT.

JUNE, 1936

THE WESTERN JOURNAL of EDUCATION



SUMMER COMES

By VIERLING KERSEY, *Superintendent of Public Instruction.*

THE MONTH OF JUNE belongs to the bride, the graduate, the school budget, and the early summer day. Education in California is interested in each of these.

1. Teachers become brides in all their happy enthusiasm at this season of the year, and, as recovery throughout the country is being reflected more and more in budgets, salaries, services, and opportunities in the schools of our state, teachers find encouragement to undertake completion of their plans to enter matrimony which may have been suspended because of question about employment, security, and the future as a whole. It is with happy regard that we note subsidence of the critical attitude so often mentioned in recent years concerning the married teacher. Marriage as an institution in life we now assume to have only constructive relationships to the service which the good teacher can perform for young people in the classroom.

It is pleasant to note that employing agents, whether they be superintendents, boards of education or boards of trustees, are not harshly giving ear to arguments which have frequently heretofore been raised against the married teacher. Threats of dismissal because of marriage, fears that if teachers are to be married secrecy should enshroud the act, and general worry as to whether the venture of marriage has negative correlation to possibility of securing a job, all are less and less in the total professional picture, releasing thereby the wholesome constructive state of mind which always should prevail in this important connection.

As the Journal goes to press, word comes of the passing on June 22 of the beloved editor, HARR WAGNER. The July issue will be a memorial number.

The economic factor of distribution of income as between families in connection with the distribution of employment is one which now is giving way to the question of consideration by employing groups of first the qualifications and ability of the prospective employee to best serve the total school welfare of the school child. This question, naturally coming first, requires that other questions, particularly those having to do with the distribution of salary opportunities, must be given secondary consideration.

2. The Graduate.—The 1936 school graduate is distinctly a person of hope, of cheer, of enthusiasm and ambition. It is interesting to note that already there is assurance that increasing opportunities for advanced study in junior colleges, colleges, and universities will be available for the 1936 high-school graduate and junior-college graduate. No state provides as rich an opportunity at the present time as does the State of California. It is noteworthy to realize that increased numbers of scholarships are being made available, that there is reasonable assurance that the youth program of aid for college and high school students will continue. Reports from throughout the state indicate more and more employment available for students earning their way through school, especially those engaged in advanced study. A few figures are interesting at this particular moment.

It is estimated that there will be 50,000 boys and girls graduating from the high schools of the State of California this graduation season. Approximately 4800 young men and women will be graduating from junior college. Approximately 7200 young men and women will find that the school year 1936 draws to a close their high-school or college education even though they do not graduate. There will graduate from the state colleges of California approximately 1650 students. From the University of California and from the private colleges there will be released a horde of approximately 6000 graduates.

What are these young people to do?

The greatest percentage of graduates will continue their schooling. It is estimated that of the entire group graduating from high schools, junior colleges, state colleges, universities, and private colleges, approximately 65 per cent will continue with some sort of a direct educational and study program in school. Of the remaining 35 per cent we find that of the young men more than half of them will immediately find work, according to our best estimates. This is in definite contrast with conditions that have prevailed during recent graduation seasons. The greatest percentage of those available for employment among the graduates not intending to return to school who have found employment has been approximately 25 to 30 percent.

There is an upward trend of opportunity for graduates entering professional fields, for those entering vocational fields, particularly work in agriculture, building trades, and general industrial opportunities. Many employment outlets have been made available in the field of transportation. Most of the young women who are graduating and who have commercial training and ability are immediately finding employment. In some lines of such work there is even a shortage of graduates now available for employment. The number of young women who are remaining at home or entering home life is in excess of the usual number this graduation season. While no direct facts are available, nevertheless, very definite trends are observable. The number of students who will engage themselves in travel following the close of school this year has seemingly increased more than 100 per cent over last year. This hopeful outlook for our young men and women who now find that society as a whole is interested in their welfare is the most encouraging situation which has been ahead for young people in the past six years. After all, doing our best to take care of our young people in the critical readjustment period between the close of their educational activities and the beginning of their socio-economic success is a coöperative responsibility engaging parents, citizens, employers, and youth. Security for individual, for society, and for country is involved.

3. Preliminary reports which find their way to this office indicate that there is in general a slight upward trend in connection with school budgets. Not that school budgets should be forced upward merely because times are better, but because local communities are realizing that in porportion to the needs

[*Continued on Page Four*]

YESTERDAY
THE FOUNDATION OF TODAY

by

AKER, NELSON, *and* AKER

An elementary history organized on a new basis. Special units on Art, Science, Government, and Social Institutions.

The unit system has been followed with the proper integration and correlation of subject matter.

The text has been carefully checked with the vocabulary of children of fifth and sixth grades.

The illustrations have been selected to add to the value of the text.

This book has met with immediate approval. It is the type of book needed to meet the requirements of modern education.

466 Pages Size 5½"x7½"
140 illustrations

Price, $1.32

Send for catalogs of Western Books by Western Authors to

HARR WAGNER PUBLISHING COMPANY
609 Mission Street San Francisco, California

Spoken Drills and Tests in English

By MABEL VINSON CAGE

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. Oral drills for speech correctness train ear and tongue (rather than eye and fountain pen!).
2. Oral examinations not only test, but reinforce.
3. Interest comes through competition.
4. Repetition is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California.

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage. Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Better *because it is always* **fresher**

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLII, No. 6 | SAN FRANCISCO, JUNE, 1936 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

TULIP TIME in Boston is something most of us never consider as a part of that center of erudition. But this year to see Boston Common the third week of spring with the trees approaching full leaf, the grass luxuriant and the public garden on the west side filled with squares and circular mounds of tulips of white, yellow, red, lavender, bronze, pink, purple, orange and all shades in between, was an entrancing sight. Even the natives conceded that Boston was worth living in, in the spring.

Boston, also, when the spring sun comes out has flower sellers in alleys with their stands of blossoms, more like San Francisco than any other city in the country. Then there is Tremont Street, the Granary Burial Ground dating from 1660 with its old maples, aged tomb stones within the iron railing, with a merchant of catnip at 10 cents a bunch on the street outside with a picture of a black cat as a lure.

A TRAVEL through the schools of Massachusetts, Connecticut and Rhode Island is a delight. The Yankee schoolman and schoolwoman have a tang different from that of the school folk of the rest of the country. Advanced modern-type education has a strong hold, and while New England used to be considered conservative in its education, the Midwest now captures that title in most part.

Connecticut owes its educational leadership at the present time to such superintendents as John C. McCarthy of New Haven, Warren A. Hanson of New London, Fred D. Wish, Jr. of Hartford, Edwin C. Andrews of Greenwich, Leon C. Staples of Stamford, Philip A. Jakob of Norwalk, Stanley H. Holmes of New Britain, Worcester Warren of Bridgeport, and Nicolas Moseley of Meriden.

Hartford, Conn., one of the oldest cities in the country, has had a city educational system for the past two years only, under the leadership of Fred D. Wish, Jr. Hartford, the insurance capital of the United States, with a population of 165,000 within the city limits, up to the present administration, had nine separate districts under the leadership of nine district superintendents. In the same city, children in one district had all the educational advantages wealth could buy on account of assessed valuation and across the street a minimum. The uniting of all the districts into one made for uniform educational opportunity throughout the whole city. When the reorganization took place, T. J. Carberry, District Superintendent of one of the richer districts, became assistant superintendent. Mr. Carberry is in charge of curriculum and other educational procedures. Hartford boasts a teacher salary scale the second highest in the United States.

WARREN A. HANSON, Superintendent of the New London, Conn., schools, has been head of that system for some 16 years. During this time he has carried on a most progressive educational program. In school plant management, Mr. Hanson is looked upon as having developed some outstanding practices. He will receive his doctor's degree from Yale in the near future on the thesis devoted to discussion of school plant management in regard to heating, janitorial service, and so on. Mr. Hanson has cut down the costs of school heating (one of the major costs in all eastern cities) to a very low level. In 1909 Mr. Hanson taught in St. Matthews Schools at Hillsborough, Cal., and consequently still has a feeling for the Far West.

WHEN one considers exceptional school systems, the state of New Jersey must be placed in the front rank. Within an area of fifty miles across the Hudson River is a galaxy of suburban towns such as the four Oranges, Englewood, Montclair, Verona, Ridgewood, Summit, Westfield, and many others nestling on the wooded hills of New Jersey, with magnificent school buildings and educational programs of the best the land affords. Again as we have intimated in the past a visit in springtime to these towns gives one a feeling that a more beautiful country never was made. At Englewood, Winton J. White is Superintendent and has his offices in the Dwight Morrow School, named after the noted financier and statesman, a school building that ranks as one of the finest in the United States. Also, at Westfield, where Charles A. Philhower is Superintendent, are exceptional school buildings and gardened school grounds.

AT TRENTON, N. J., Paul Loser, superintendent in charge, after carrying his school all through the depression with no drastic cuts, this year, when other cities in the United States are returning to old schedules, had to cut down his supervisory force, amalgamate principalships, and cut salaries. The cause of the action was the adoption of a new form of city government in Trenton and the lopping of some $285,000 from the school budget.

KANSAS is in for a prosperous year. The wheat fields are thigh high with massed wheat. With prosperity in the land, Governor Alf M. Landon is likely to sweep the Midwest.

RIDING west the last of May from Kansas on across New Mexico and Arizona there is a steady stream of California licensed cars headed East. They are almost the sole traffic on the road.

CALIFORNIA, for the most part, graduates its pupils later than the rest of the United States. The eastern states are fairly well done with school by the last of May. Los Angeles this spring graduated over 8000 students from its high schools.

VIERLING KERSEY, State Superintendent of Public Instruction of California, was much in demand this spring as a speaker at commencement time. At Escondido, M. W. Perry, principal of the high school, asked Superintendent Kersey to give the commencement address to one of the largest classes ever graduated from the school. From comments heard, it was one of the finest addresses ever given in Escondido.

MISS ADA YORK, Superintendent of San Diego County schools, is recovering from concussion sustained in an automobile accident in San Diego the middle of last month. Miss York is expected back in her office within a few weeks.

GEORGE C. SHERWOOD, District Superintendent of the Orange grammar schools for the past eighteen years, presented his resignation to the board of trustees the first of June. The resignation was accepted and Carl I. Thomas, intermediate school principal of Orange was appointed Superintendent.

Mr. Sherwood is retiring after thirty-three years in school work. He intends to devote himself to the management of an orange grove he owns, an estate, and may enter a private business, an opportunity that has been before him for some time. Mr. Sherwood started his career some thirty-three years ago in Kentucky. For five years he was principal of the Canon City High School, Colorado, then followed three years of school work in Arizona, then one year as principal of the Calexico High School. In 1918, he entered upon the Orange superintendency.

In Orange county, Mr. Sherwood is looked upon as one of the county's leading educators. He ran a most progressive school system. He always has taken a prominent part in Orange community affairs. For several years he has been interested in painting as a member of the Laguna Beach Art Association. His own interest in art was reflected in the growth of art appreciation in his schools.

Mr. Thomas, the new Superintendent, has been in school work in Orange twenty-two years, so he undertakes his new work well acquainted with its problems. Mr. Thomas is a member of the Orange County Board of Education, an office he has held some three different times. He is a graduate of Kansas State and has done further educational work at U. C. L. A., where he is now working for a master's degree.

SUMMER COMES

[*Continued from Page One*]

for additional expenditure school budgets should be restored to something near former levels, thereby taking care of proper salary readjustments, the addition of necessary services drastically curtailed during depression years, and the expense of school opportunities to care for the increasing number of young people remaining continuously longer in school. An upward trend is noted. The extensive school building program, particularly involving the earthquake safety reconstruction activity, has been very successfully carried well on to completion. We are happy to note this upward trend in connection with budgetary provisions. We continue to give assurance that our stewardship in so far as educational expenditures are concerned will involve us always in a program of strictest economy consistent with adequate necessary services.

4. Advance enrollment at the summer sessions predicts a sharp upward trend in the number of those who will be taking advantage of inspiration, information and instruction to be offered in the rich program of summer session opportunities available at the various summer schools to be conducted throughout the state. There seems to be much less concern as to the completion of required courses, extensive study for the completion of units and credits and great demand for courses presenting modern educational points of view, the correlation of educational activities with social, civic and economic life situations and for courses presenting surveys of American thought, of world conditions, and of general cultural advancement.

Summer days will be busy with the many pleasures which are more and more becoming incidental phases of summer session planning. Summer days will find your State Department of Education diligently anxious to serve you. Your many questions concerning certification, the renewal of credentials and the requirements which best serve for advanced study, will be answered promptly. A very definite service so that rapid attention may be given to pertinent inquiries will be maintained in each of the offices at the headquarters in Sacramento and our branch offices at 311 State Building, Los Angeles, and 317 State Building, San Francisco. Each teacher is not only entitled but is requested to consider the State Department of Education a source of friendly counsel and guidance. With personal good wishes for a happy summer, we anticipate serving you at your call.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town
Shopping District, San Francisco

Chinatown and Famous Restaurants
Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station
and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service
of Continental Flavor

250 ROOMS

Management SAM D. ADKISSON

J. W. Fricke & Company

SCHOOL FURNITURE

BLACKBOARDS

PLAYGROUND EQUIPMENT

Phone SUtter 8854
420 Market Street
San Francisco

The Western Journal of Education

HARR WAGNER, EDITOR

OFFICIAL DEPARTMENT — Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Msnuscripts, Contributions of an educational character, including Methods, Devices, School Newa, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Miaaion Street, San Francisco, Cal.

Entered aa second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

County Librarians' Convention

The twenty-seventh annual convention of county librarians beginning on April 28 preceded by a day and a half the sessions of the forty-first annual meeting of the California Library Association which was held at Hotel del Cornado, April 29–May 2, 1936.

Miss Mabel R. Gillis, State Librarian, welcomed the county librarians and introduced two recently appointed ones, Thelma Reid of Napa County and Muriel Mitchell of Imperial County. Miss Mitchell succeeded Mrs. Romaine Richmond Magee, whose resignation became effective the day preceding the convention.

An excellent financial report was made by the secretary, Mrs. Ella P. Morse, librarian, Colusa County Library.

An unusually fine address, "The challenge of the new curriculum to the library," was given by Helen Heffernan, chief, Division of Elementary Education and Rural Schools, State Department of Education. The importance of the librarian having an understanding of the philosophy which underlies educational changes was stressed by Miss Heffernan. She emphasized the importance of environment and said "Environment in the new school is in reality the curriculum." Modern education is no more or less than to help the child to live its daily life well. She elaborated upon the part played by the library in carrying out this educational idea.

An eleven-page outline of State Library service to other libraries was used as the basis of a helpful talk by Beulah Mumm, State Library. She explained details of the service and commented on current practices.

Elizabeth Topping, librarian, Ventura County Library, told of stimulating the use of the library in certain sections of her county by means of a book automobile. During the last two years the county library has circulated 20,000 books by means of the book automobile to unusual places such as playgrounds and vast ranches with many employees.

An interesting account of an experiment in holding book review meetings once a month at county library headquarters for the custodians of branch libraries was given by Frances Burket, librarian, Sutter County. The gratifying response from the custodians and the increased use of the branch libraries have proved the value of the experiment.

Some new books of special interest to county librarians were reviewed by Mrs. May Dexter Henshall, State Library. The books contained much interesting information concerning county and regional library development in the United States, British Columbia, and England.

At the closing session Miss Gillis led the discussion of current matters of interest to county libraries. She presented the new form for county library annual report blanks and explained the changes. Civil service for counties as it affects librarians, county library manuals, custodians salaries, and letters to custodians were discussed.

Miss Gillis told of the special work of the Books for the Blind Section of the State Library and that 227 talking book machines have been allotted to California by the Library of Congress to be sent out through the State Library on time loans to blind persons who can benefit most by their use. There are now in the State Library nearly 2000 records for use on talking book machines.

California Library Association

The annual convention of the California Library Association held at Hotel del Coronado was enjoyable from the opening session until it closed. The president of the association, Miss Cornelia D. Plaister, had prepared a varied program which included outside speakers of note. Miss Plaister was ably assisted in all local arrangements by Miss Marjorie Kobler, San Diego County Librarian, and the respective staffs of the county and city libraries of San Diego.

The business sessions and the reports of various committees were interesting and to the point. Among the reports of especial significance were "Relationship Between Libraries and Schools Committee," Eleanor Hitt and Helen Heffernan, cochairmen; "District Terminology" as reported by district presidents and library standard committee, Mrs. Theodora R. Brewitt, chairman. The library standards committee presented a proposed certification law for librarians. At present only county librarians and school librarians are required by law to hold credentials. After lengthy discussion and the adoption of a few amendments the proposed law was accepted by the convention. Its acceptance was commented upon as one of the most progressive steps ever taken by the California Library Association.

The first evening of the convention a dinner was held in honor of new members.

An Institute in Library Work with Boys and Girls, with Rosemary E. Livsey, chairman, presiding, held section meetings on three days in which problems of library service, professional training, and books and authors were ably discussed at panel discussions by leading librarians representing university, state teachers' college, county, city, and school libraries.

Mrs. Harriet S. Davids presided over the joint meeting of the public relations committee, Citizens Library Council, and Trustees Section. A variety of subjects were presented by excellent speakers. Julius Wangenheim, representing the Citizens' Library Council of San Diego, gave a talk on man's literary progress which he illustrated by means of specimens from his own collection of rare books which he likened to a string of pearls.

A symposium on "My Most Successful Publicity Experiment" brought forth unique ideas from five librarians. Althea Warren, Los Angeles Public Library, through the courtesy of officials of the street car line was permitted to display posters inside and outside of the cars and to have a library slogan on the passes.

An exhibit featuring negro authors and artists and articles written for the negro press were successful in gaining publicity for the Oakland Public Library according to Mabel W. Thomas.

Mrs. Gladys B. Kennedy, Santa Paula Public Library, gained many freinds for that institution and an increase of 4758 in circulation through a series of local exhibits in the library.

Through permission from Washington, D.C. Annasue Hughes, Delano Branch, Kern County Library, has kept since 1932 a library

RUGG-KRUEGER

Social Science Course

FOR ELEMENTARY GRADES

Dramatic, interest-compelling stories about the universe . . . . strange peoples in many parts of the world . . . . communities, large and small, and other subjects in a challenging new course for grades 3 through 6.

I. THE FIRST BOOK OF THE EARTH.
II. NATURE PEOPLES.
III. COMMUNITIES OF MEN.
IV. PEOPLES AND COUNTRIES.
V. THE BUILDING OF AMERICA.

In Preparation

VI. THE STORY OF MAN AT WORK.
VII. THE ARTS OF MAN.
VIII. MANKIND THROUGHOUT THE AGES.

Send for descriptive circular #723.

GINN AND COMPANY

45 Second Street
San Francisco, California

exhibit of especial interest to men at the post office. It has greatly increased the number of men borrowers.

Bessie B. Silverthorn enumerated many types of visual and oral publicity used by the Stanislaus County Library.

For the trustees section, Eleanor Hitt, State Library, presented an excellent and carefully prepared paper on the "Advantages of a Classified Service."

The program of the Municipal Libraries Section, Amy L. Boynton, presiding was an assured success with Althea Warren speaking on "Interrogation Points" and Julius Wangenheim on "My Books."

College and University Libraries Section, John Paul Stone, chairman, discussed the correlation of acquisitions in college and university libraries; a regional union catalog, and regional cataloging as it affects college and university libraries.

A number of outside speakers added much to the enjoyment of the convention. Current New York plays featuring an interpretive review of "First Lady," by Beatrice Edmonds of San Diego, met with an enthusiastic response.

Helen E. Haines, author of "Living With Books," gave a helpful talk on how to review books critically and impartially.

Nora Beust, assitant professor of library science, University of North Carolina, who is considered one of the leading authorities on juvenile library work, added much to the success of that phase of the program which dealt with library work with boys and girls.

Doctor Helen Gordon Stewart, director of a regional library experiment in Fraser Valley, British Columbia, gave a vivid account of her pioneering work in that vast territory.

Louis Adamic, the renowned Jugloslavian-born author and lecturer, was considered the outstanding speaker of the convention. At an evening session he addressed a large audience on the subject, "Where Lies America's Future"?

At the first evening session of the convention Elie C. Edson, press representative for the Globe Theater, California Pacific International Exposition, gave an address on "Memories of the Theater and Some of Its Celebrities."

At a business session preceding adjournment of the convention the following officers were elected for the ensuing year: President, Robert Rea, Public Library, San Francisco; first vice president, John D. Henderson, Kern County Library, Bakersfield; second vice president, Sarah M. Jacobus, Public Library, Pomona; Secretary–Treasurer, Mrs. Hazel Gibson Leeper, Santa Monica. Mabel R. Gillis, State Librarian, was elected delegate to represent California at the convention of the American Library Association on May 11–16 at Richmond, Va.

After the California Library Association adjourned on Saturday noon, May 2, an afternoon and evening joint meeting was held by the San Francisco Bay and Southern California Chapters of the Special Libraries Association with Mrs. Frances S. Davis presiding. The subjects presented and the speakers presenting them were: "Preparation for Special Library Service," Sydney B. Mitchell, School of Librarianship, University of California, Berkeley; "Opportunities in Service Training for Special Librarian," W. Ballentine Henley, School of Government, University of Southern California; "Regionalizing Special Library Services," Northern California, Margaret Hatch; Southern California, Mrs. Thelma C. Jackman.

SAN FRANCISCO DEPUTY SUPERINTENDENTS

AT A RECENT MEETING of the San Francisco Board of Education the appointment of the following deputy superintendents was confirmed: John F. Brady, chief deputy superintendent; Howard McDonald, in charge of personnel; John C. McGlade, secondary schools; David P. Hardy, in charge of physical properties; and Bertha E. Roberts, reappointed deputy superintendent of elementary schools, a position which she has held since 1919.

Miss Bertha E. Roberts, in charge of elementary schools

Mr. Brady, the new chief deputy, comes to this position with a distinguished record in the educational service of California. Since 1922 he has been teacher or principal in the high schools of San Francsco, he has been for three terms president of the San Francisco Teachers' Association, is vice president of the California Teachers' Association, and a member of the State Curriculum Commission.

Miss Roberts is the ranking woman administrator in the San Francisco public schools. Her long service in charge of elementary schools has been marked by a steady growth toward the progressive type of education that centers the curriculum on the individual and social growth of the child. During the past year her administration has been noteworthy for the groups of elementary school principals organized for study under the general motive of "Growth in Service." These groups have carried on experimental studies in selected schools with large numbers of children, upon the following topics: "Gifted Child Classes," "Adjustment Classes," and "The Activity Program." Research studies are under way along the following lines: "Home, School, and the Community," "Home, School, and Health," "The Unadjusted Child."

John F. Brady, Chief Deputy Superintendent

In addition to her administrative duties, Miss Roberts carried on the experimental studies in handwriting which formed the basis for the state text "Handwriting Guide" of which she is the coauthor with Doctor Freeman.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(Formerly California School of Arts and Crafts)

30th SUMMER SESSION

June 29 to August 7, 1936

PLAN now to devote this summer to the pleasurable study of the arts and crafts. State accredited art college for men and women offers over 20 courses in Drawing, Painting, Design, and the Crafts. Faculty of 15 specialists, including Vaclav Vytlacil, international authority on Contemporary Art.

ONLY art institution on Pacific Coast authorized to grant degrees. Ideal vacation environment—beautiful 4-acre garden campus centrally located for the entire East Bay region. Tuition fees moderate.

Write F. H. Meyer, President, for Summer Catalog.

Broadway at College Avenue
Oakland, California

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters

Office	Residence
208 CROCKER BUILDING	450 17TH AVENUE
GARFIELD 1346	EVERGREEN 1560

SAN FRANCISCO, CALIF.

WESTERN SCHOOL NEWS

Superintendent Rowe of Madera County is inaugurating a unique program of teaching in Madera County. This is an outgrowth of his attendance at the Conference on Direction and Improvement of Instruction, called in April by the State Department of Education and held in Los Angeles.

Mr. Rowe visited many progressive school systems at that time and felt the value of the unit program. He states, however, that this program will be put over rather slowly; only those teachers who the county office feels are capable of handling this type of work and who wish to undertake it, will attempt the unit program. Teachers undertaking this program must also feel that they have the backing of the community before doing so.

As an outgrowth of the state meeting which Mr. Rowe attended at Los Angeles, he invited about thirty teachers and trustees to visit certain Los Angeles schools. These teachers and trustees were driven to the southern part of the state and visited the Basset School about six miles south of El Monte, a rural school in the Los Angeles County system. Several other schools where the unit program was being carried on were included in this trip. There was much enthusiasm among the teachers who visited the school systems. Mrs. Ethel D. Keenan, principal of Basset School, was invited to Madera County to talk to all of the county teachers. Miss Grace Adams, rural supervisor of Los Angeles County, was invited to spend a day with the Madera teachers discussing the unit principle of teaching. Mr. Rowe plans to develop his new course of study so that it states the aims and objectives which must be obtained either by the formal method of teaching or by the unit plan. Teachers are urged to study the modern programs during the summer. Those who wish to undertake the program and who have the backing of their communities, will have the permission of the county office. Other teachers will continue the present methods of teaching, working toward the objectives as outlined in the new course of study.

Mrs. Florence Koontz, rural supervisor of Madera County, is to work on a course of study this summer. She will attend Stanford for the ten weeks course under Doctor Hanna as student and research worker; and the Madera County Board of Education has authorized her to reshape the course of study during the summer.

Mrs. Vera Riggins of Chowchilla and president of the Madera Board of Education, was one of those who visited the Basset School. On her return, she changed her program, introducing a unit of work. Her class was well advanced and had finished the minimum requirements for the grade, leaving several weeks to devote to the new type of work. During the year, about ten mothers of the committee had gone to Parent–Teachers meetings and had heard a great deal about units of work and the activity program. As a result, they were much interested in the new venture. The children chose to study the farm, and the first work done was farms in general and later they discussed all the different kinds of farms. However, Chowchilla is in a dairy county and the interest soon was concentrated to this type of farm; the children named the unit project, "Our Dairy Farm." Mrs. Riggins reports much heated argument as to the virtue of various breeds of cows before a decision was reached as to which breed should be that chosen for the farm. This point was settled with considerable difficulty as the discussion spread into the homes where the virtues of the various breeds were extolled by the parents who owned them. The point was finally settled, and the class went to work on silos, cattle, discussions of sanitation, and so on.

One child in the class came from a ranch which sold certified milk. The entire class was invited to this farm and watched a modern dairy in operation. They were entertained for lunch and the "thank you" letters which were written after the visit were one of the most pleasing results of the entire piece of work.

Mrs. Riggins herself felt and had a report from the mothers that freedom of expression was perhaps the most important outcome of the four weeks period devoted to this unit.

Mr. Rowe is very much interested in the newer types of teaching, and he is doing everything to promote interest in them. He is himself a graduate of the College of Pacific, 1918, with graduate work at Stanford during the year of 1920, returning again for additional work the summer of 1921. He was in the army 1918–1919, and in September of 1920, he came to Madera High School to teach physical education and history and to do the athletic coaching. He was in this high school position for several years and then entered the business field in the employ of the New York Life Insurance Company. He was for four years trustee of the Madera City Schools. This experience he finds of great value now in dealing with trustees. He also finds his business experience of value when advising the trustees in the matter of buildings and the general business of the school system. He has been an executive of the American Legion for twelve years, and at the present time is county council commander of the Tri-County Council which includes Madera, Fresno, and Kings counties.

ST. GERMAIN RESTAURANT

60 Ellis Street, San Francisco

Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.

Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00

Phone: SUtter 2980

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery

Main Store — 1120 Market Street, Opposite 7th Street
Branch Store — 825 Market Street, New Commercial Market, Near Fourth Street

Telephone MArket 3303-3304

Specializing in food products for building and maintaining health

Send for Free Catalogue

Superintendent Rowe's understanding of human relations, his years of business experience and his keen interest in promoting the modern educational program, should mean a very fine educational future for Madera County.

A course is being given at the Stanford Summer Session by Doctor Paul R. Hanna entitled, "Case Studies in Curriculum Development."

Among those who will participate in this course are Doctor Ethel Andrus, principal of the Abraham Lincoln Senior High School in Los Angeles, and Miss Helen C. Babson, principal of the Eagle Rock Junior–Senior High School in Los Angeles. These two individuals will discuss the development of curriculum in their respective institutions. Mrs. Lorraine Sherer, Director of Curriculum for Los Angeles County, will present developments in Los Angeles County. Mr. A. C. Argo, principal of the Sequoia Union High School in Redwood City, will present developments in that institution. Doctor C. L. Cushman, director of curriculum in the Denver Public Schools will present the Denver Program of Curriculum Building. Miss Helen Heffernan of the State Department of Education will discuss developments in the State of California with particular reference to elementary curriculum. Mr. George Meredith, deputy superintendent of the Pasadena Public Schools, will present the curriculum program from that city. Doctor Rudolph Linquist of Ohio State University will discuss the development of curriculum programs in the experimental elementary and secondary school connected with that institution. The curriculum revision program at present in the process of construction in Fresno will be presented by Mr. I. O. Addicott, director of curriculum at Fresno.

Newspaper clippings and a program, sent in by Mrs. Florence Porter, member of the City Board of Education of Bakersfield and of the State Board of Education, brings us good news of a movement in our schools whose increasing momentum is of heartening significance. Bakersfield presented her first junior high school public musical recital on May 21. The program commands the respectful consideration of discerning music lovers. The reports are enthusiastic that the music selected was interpreted with efficiency and understanding. There was a chorus of 300 voices and an orchestra of 90 boys and girls, chosen from three of the Bakersfield junior high schools.

The program included folk music of France, Russia, our neighbor Mexico, and of our own negroes. Bach and Brahms gave a background of timeless grace and dignity to fine music of the modern day. When young people of this school age can give their time, labor, and devotion to the production of such music, and when a capacity audience can share with understanding enthusiasm the interpretations of the young musicians, we can feel confidence that all is not lost in the world of music,—in spite of the raucous blare that our radios would persuade us is drowning reason and beauty out of our civilization!

We know that Bakersfield is not the only California city that is doing valiant service in this important field of culture. We welcome reports of such splendid accomplishments as this initial concert of the Bakersfield junior high schools.

BOOK REVIEWS

OUR FARM BABIES, by O. Stuart Hamer, Ph.D., and Anna M. Hammer, A.M. Published by McKnight & McKnight. Price, 80 cents.

Eleven stories of familiar farm animals and pets are included in this book. The actual experiences of John, a real boy, are interestingly related and each story is true. There are two books to this series. The second book is entitled "Other Farm Babies," by O. Stuart Hamer, Ph.D., and Anna M. Hammer, A. M. Published by McKnight & McKnight. Price, 80 cents. This book contains twelve true and fascinating stories of farm animals not commonly known and observed. From 85 per cent to 92 per cent of the words used in each story are found in the Gates primary word list. The size of type, length of line, and space between the lines have been determined by scientific investigation and insure easy and rapid reading and maximum comprehension.

THE GROCERY MAN, by Janet Wolf and Margaret Cook Holmes. Noble & Noble, Publishers, Inc. Price, 60 cents.

"The Grocery Man" is an ideal supplementary reader for an activity program in primary grades. Everyday experiences are correlated with school subjects, thus improving the child's vocabulary and also stimulating his interest in reading. The grocery store idea is worked out by the pupils. The vocabulary is a scientifically selected list of two hundred words used as a basis. 46 pages, 27 illustrations.

STUDENT'S WORKBOOK AND GUIDE IN MODERN HISTORY. By Robert B. Weaver, based upon "Modern History," by Carl Becker. Silver, Burdett Company, publishers. Price, 76 cents.

This workbook aims to provide the student with opportunities for emphasizing the expression aspect of learning. The twenty units which comprise this workbook are the outgrowth of many years of experience in teaching history. The materials of instruction included have been tried out in the classroom.

TWO NEW PUBLICATIONS recently issued by the School Library Association of California, Northern Section, "Inexpensive Series for Junior and Senior High School Libraries" and "Hand Book of the School Library Association of California," are available at 25 cents a copy from the publications chairman, Helen Price, Roosevelt High School, Oakland. Both of these will be of value to all junior and senior high schools. If you haven't secured copies, order them now.

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 MARKET STREET

(Next to California Theater)

Over 35,000 teachers belong to California Teachers Association

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service organization which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for meetings and conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, SIERRA EDUCATIONAL NEWS.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments. Through unity comes power to accomplish desired results.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Northern Section
MRS. PORTIA MOSS
Auburn

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

JULY, 1936

THE WESTERN JOURNAL of EDUCATION

HIGHLIGHTS OF THE PORTLAND CONVENTION

By VIERLING KERSEY, *Superintendent of Public Instruction.*

Portland, the City of Roses, was a delightful host to the throngs of educators in attendance at the seventy-fourth annual meeting of the National Education Association, June 28 to July 2. The Civic Auditorium was packed to capacity for the first general session as it was for every session. The nine thousand persons in attendance seem to have come for the entire convention and were faithful in their attendance at both the general and sectional meetings.

Miss Agnes Samuelson, the able and popular president, handled her important responsibilities with skill and dispatch. The keynote of this year's convention "Education Moving Forward" was discussed by Miss Samuelson as she told the opening session "Why We Have Come." The convention program planned under her direction exemplified the chosen theme.

Doctor Frederick Hunter, Willard E. Givens, and other prominent association members welcomed the convention and impressed upon the group the important responsibilities of the association as the largest and most far-reaching of the professional organizations. With their first loyalties to education the association was called upon to define educational policies and chart a course in order to maintain universal public education against the many existing pressure groups. Doctor Hunter made a direct appeal to teachers to "redefine our goals, look unflinchingly at the issues, clearly apply the light of science and the wisdom of history to the solution of the welter of problems that face our educational institutions."

The sightseeing features of the convention area were not neglected. Members were urged in a most colorful and eloquent way, at the first session, to see the beauties of the Northwest. It was made clear that the Columbia River Highway, Mount Hood, and other magnificent scenic spots were not in California!

However, California educators felt much at home during the convention because on every hand were the familiar names and faces of "home folks." Some eighty-five speakers and panel discussion members were Californians. Improtant departments of the association were headed by active leaders from "home." Every phase of the vast number of problems faced by education and discussed with this representative group from all sections of the United States was contributed to in some measure by Californians. As one attended the California breakfast presided over so ably by Frank Henderson; the Oakland breakfast, where Doctor Hunter and Willard Givens were honor guests; the kindergarten–primary breakfast, where President Eugenia West Jones carried the honors; or the elementary school principals' dinner with Harley Lyon guiding the proceedings, it was evident that California was well represented.

The oft-discussed question of academic freedom came in for its share of convention publicity. There was no doubt in the minds of any one but that the convention stood out strongly for that kind of academic freedom "which permits the teacher complete liberty of political conduct and thought to which he is entitled as an American citizen."

The active participation exhibited in the panels and forums of the convention gave evidence that never have educators taken a keener interest in social, economic and political questions than they do today. The school master is no longer a cloistered scholar but a well informed independent thinker vitally interested in the welfare of society. An educational conference which attracts social workers, medical authorities, parent–teacher leaders, statesmen, artists, scientists, CCC educational advisors, judges, churchmen, those devoting themselves to safety and recreation, guidance experts, librarians, motion picture and radio specialists, as well as those persons primarily concerned with the more academic fields associated with the classroom, must have a wide spread influence in furthering the general welfare.

There were certain highlights of the convention which are worthy of comment. The three-cornered political debate on Thursday evening created much interest and attracted large numbers of community people as well as the convention members. Governor Paul V. McNutt, of Indiana, representing the Democrats, former Idaho Congressman Burton L. French, representing the Republicans, and Honorable Norman Thomas of New York, the Socialists. There was much disappointment expressed because these addresses were not broadcast for the benefit of others interested but radio stations are agreed not to broadcast political speeches free after the national conventions have been held.

The representative assembly split on a number of questions. Charter revisions centering about "who shall elect the board of trustees," enventuated in victory for the conservatives by a vote of 507 to 573. Many personal tributes were paid Willard Givens executive secretary of the association, during this debate since the proposed amendment would have thrown the election of the executive secretary into the precarious hands of the general assembly.

Military training in schools was the subject of another hot debate. In the final analysis there was no doubt as to the N. E. A.'s opposition to war as a method of settling international disputes, and its opposition to compulsory military training in public schools.

The delegates bid for the $100,000,000 in federal aid for education without federal intervention in the spending. Although teachers have consistently maintained that any federal funds which might be granted should be applied heavily in needy school districts and sparingly in rich ones, the Harrison–Fletcher measure carries no such clause. The immediate need however, is to get the appropriation approved as an entering wedge and later to apply the policy of equalization.

Willis Sutton, the popular Georgia superintendent, in addition to his other convention assignments appeared on a number of breakfast, luncheon and dinner sessions. His homey stories of "What We Do in Atlanta" were always graciously received.

John W. Studebaker enthusiastically presented his experiences with public forums as a way to advance critical thinking in American audiences.

Friday saw the members of the convention scattering to points north, south, and east. Vacations began with the close of the seventy-fourth annual meeting for many. The representatives of the "most essential of democracy's supporting 'pillars of society'" the public schools, will take the inspiration and guidance afforded by this convention back to their far-flung classrooms for the ultimate benefit of America's youth.

J. W. FRICKE & CO.

420 MARKET ST., SAN FRANCISCO
PHONE SUTTER 8854

School Furniture Assembly Chairs Folding Chairs
Blackboards Gymnasium Equipment
Playground Apparatus Library and Hospital Equipment
Steel Shelving

OLD DESKS MADE NEW

We will renovate your old desks at a nominal cost. If desired will send sample. Can also furnish from stock limited quantity of used desks almost as good as new.

RENEW YOUR OLD BLACKBOARDS

At a nominal cost we completely renew and resurface your old blackboard.

Write for particulars.

Spoken Drills and Tests in English

By Mabel Vinson Cage

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. Oral drills for speech correctness train ear and tongue (rather than eye and fountain pen!).
2. Oral examinations not only test, but reinforce.
3. Interest comes through competition.
4. Repetition is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California.

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage. Take elevator upstairs.

Single ..... $2.00—$2.50
Double ..... $3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO

230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Better *because it is always* **fresher**

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

Vol. XLII, No. 7 San Francisco, July, 1936 Price 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The summer sessions of 1936 in Southern California among the colleges and universities is proving the best on record in regard to enrollment of students from all over the United States and from the view point of courses offered and of the prominence of the persons giving the courses. The University of California at Los Angeles under Dean J. Harold Williams and the University of Southern California under Doctor A. S. Raubenheimer, acting dean of the summer session, Claremont Colleges, the state colleges at San Diego and Santa Barbara all report an increase in the enrollment of the first sessions. The University of Southern California heads the list in number of enrollment with 3862 enrolled as of July 15, an increase of 10 per cent over the first session of last year. With the enrollment of the second term to come U.S.C. expects to enroll more than 5,000 students for the summer, an all time record. The University of California at Los Angeles has enrolled around 1900 students, a 25 per cent increase over the enrollment of last year. Santa Barbara State College reports around four hundred students, the largest summer session on record at that institution. Claremont Colleges and San Diego State College have each registered several hundred.

On both the U.S.C. and U.C.L.A. campus this summer occurred several educational conferences that were well attended both by registered persons at the universities and outside visitors. At U.S.C. during July 13 to 17, inclusive, occurred a summer conference that considered curriculum improvement in secondary schools. Doctor Frederick J. Weersing, professor of education at U.S.C., was general chairman of this conference. Daily topics included such matter as "What shall be the curriculum categories or fields of experience" with the statement of issues presented by William B. Brown, substitute director of the secondary curriculum section, Los Angeles city schools, who outlined the program that has been set up for the Los Angeles city schools. "Integration of the Fields" was the subject of John Aseltine, principal of the San Diego Senior High School. Summary statements on the main topic were given by John Wilson, principal, Jordan High School, Long Beach and Walter Hepner, president, San Diego State College.

"How Can a Developmental or Functional Sequence of Experiences Be Established in Each Major Field or Category?" was discussed from the viewpoint of the fields of social living, scientific interest, health and recreation, practical arts education, and fine arts, by such persons as Mrs. Gertrude M. Addison, Eagle Rock High School; Doctor Miles E. Morgan, Santa Monica High School; Edwin H. Threthaway, Los Angeles city schools; Doctor Hazelle S. Moore, Frank Wiggins Trade School, Los Angeles; Mrs. Lillian Mohr Fox, Pasadena, and Mrs. Jane Hood, Eagle Rock High School. Doctor Weersing opened the discussion of the issues on the topic and Arthur Gould, deputy superintendent Los Angeles city schools, gave a summary of the day's discussion.

On succeeding days Doctor Clinton C. Trillingham, assistant superintendent of schools, Los Angeles County, considered the topic of "How Can Teachers Under Prevailing Classroom Conditions Make Adequate Provision for Individual Growth and Development in Each Pupil." Miss Mardele Robinson, research guidance director, South Pasadena city schools, spoke on the topic of "In What Terms Shall Pupil Growth in Each Field Be Measured, Recorded, and Reported?" Doctor Clyde M. Hill, professor of education, Yale University, talked on the "Modern Bases for Transition From School to College."

Stanley Warburton is being added to the county supervisory force by Superintendent Wilson of Contra Costa County. Mr. Warburton is a graduate of Pomona College of the class of 1932 with the degree of A.B. He has his M.A. from Claremont Colleges. The past three years he has been teaching in the Azuza High School and Junior College handling such subjects as English, public speaking, and journalism. There is a probability that Mr. Warburton will have as his assignment in his new position some supervisory work in the Contra Costa high schools.

At the summer session of the University of California at Los Angeles the six weeks' period saw three different conferences. These included a series of midweek meetings on curriculum organization and administration, the annual junior college conference, and a group of week end community and recreation training conferences. The midweek curriculum conferences occurred July 15, 22, and 29 under the chairmanship of Dean Marvin L. Darsie, Teachers College, University of California at Los Angeles. This conference started at 4 p. m. with three section meetings considering the problems of primary education, middle grade problems, and the problems of secondary education. These first conferences were then followed by a dinner meeting at Kerckhoff Hall addressed by a prominent speaker. After this the day was ended by a symposium on education held in the men's lounge, Kerckhoff Hall.

Among the speakers in the primary field were Doctor Josephine C. Foster, Institute of Child Welfare, University of Minnesota, and Mrs. Lorraine M. Sherer, director of curriculum division, Los Angeles County schools. Middle grade problems were presented by Doctor John A. Hockett, University of California; Miss Corinne A. Seeds, principal, University Elementary School; and Doctor May V. Seagoe, department of education, U.C.L.A. In the secondary field speakers included Doctor Cecil L. Hughes, department of education, University of California, and Doctor Merton E. Hill, depart-

The issue of the Western Journal of Education to be devoted to the memory of its founder and editor, Harr Wagner, will appear in the early fall. Owing to the scattering of school people during the vacation it was not possible to assemble the material for the July issue.

ment of education, U.C.L.A. Dinner speakers were July 15, Doctor David Snedden, professor emeritus, Teachers College, Columbia University; July 22, Doctor Richard A. Bolt, director of Cleveland Child Health Association; and July 29, Professor Eduard C. Lindeman, New York School of Social Work. The symposium sessions were under the direction of John G. McNeely, principal, Lincoln Junior High School, Santa Monica, and Arthur Gould, deputy superintendent, Los Angeles city schools.

The annual junior college conference took place at the University of California at L. A. in the Education Building July 24 and 25 with Doctor Merton E. Hill of U.C.L.A. as director of the conference. Prominent persons upon this program included Miss Grace V. Bird, dean, Bakersfield Junior College; Doctor Nicholas Ricciardi, president, San Bernardino Valley Junior College; Doctor Aubrey A. Douglass, chief, Division of Secondary Education, California; W. W. Mather, Chaffey Junior College; Doctor Robert Parker, San Francisco Junior College; Harold Seal, Long Beach Junior College; and Kenneth Kerans, dean of men, Los Angeles Junior College.

LOS ANGELES city newspapers these past few weeks have been running stories regarding the superintendency of the Los Angeles city schools. Superintendent Frank A. Bouelle, who has been out of the office ill the past two months, has submitted his resignation to take effect at the end of his term February next. There is a possibility that he will withdraw from the superintendency because of failing health before that time. Speculation as to his probable successor is a fruitful theme for discussion in the current newspapers of the city.

THE UNIVERSITY OF CALIFORNIA at Los Angeles is to be honored this coming scholastic year by having the president of the university Robert G. Sproul, reside upon the campus. This is due to the fact that Ernest C. Moore, vice president and provost of the university at Los Angeles, retired from administrative duties at the end of spring semester to take up teaching again in the philosophy department. Doctor Moore's decision to vacate his position came so late that President Sproul and the Board of Regents have decided to spend further time looking for a person to fill the administrative headship of the university at Los Angeles. There is a feeling developing that even when a provost is appointed the president of the University of California will spend alternate years at Berkeley and Westwood Village. In that way the two parts of the university can be made to feel and function like one institution, as they are.

WITH THE tremendous growth of the southland the University of California at Los Angeles is going forward by leaps and bounds to become the leading university of Southern California. Both in regard to physical equipment and faculty, steps are being undertaken to strengthen the institution. This has been shown especially in the summer session faculty that was assembled this summer by Dean J. Harold Williams. Among the many prominent educators from outside the institution were such men and women as Eduard Christian Lindeman, professor of social philosophy, New York School of Social Work; David Saville Muzzey, professor of American history, Columbia University; Richard Joseph Neutra, first American delegate, International Congress of Modern Architecture; Elinor Lee Beebe, assistant professor in public health nursing, Yale University School of Nursing; Richard Arthur Bolt, director of Cleveland Child Health Association and of Western Reserve University; Russell Hancock Miles, associate professor of music, College of Fine and Applied Arts, University of Illinois; Chester Arthur Phillips, dean of the College of Commerce, University of Iowa; Irving Pichel, actor and producing director; Thelma Elizabeth Porter; head of the department of physiology and nutrition, Battle Creek College, Michigan; Stith Thompson, professor of English literature, Indiana University; and Shirley Carew Titus, professor of nursing education and dean of the school of nursing, Vanderbilt University, Tennessee.

VIERLING KERSEY, State Supereintendent of Public Instruction of California at a conference dinner gave a report of the "Progress Towards a State Program of Curriculum Revision in California." Doctor Eduard Lindeman, New York School of Social Work, New York City, at this same meeting spoke on "Reshaping the American Educational Tradition." On the last day of the conference Doctor Aubrey A. Douglas, chief, Department of Secondary Education, California, proposed "How Every Individual Teacher in the School May Be Led Into Progressively Fuller Participation in a Program of Continuous Curriculum Development."

AMONG THOSE registered for summer work at the University of Southern California this year are Gene Foster, head of the Isleton Grammar School, Sacramento County; Thornton Hubert Battelle, principal of the Santa Rosa Night High School; Everett Johnson, assistant superintendent of the Phoenix, Ariz. schools; Jalmar W. Lawson, Superintendent of the Calexico schools; and George N. Hale, Superintendent of the Azuza grammar schools.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town
Shopping District, San Francisco

Chinatown and Famous Restaurants
Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station
and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service
of Continental Flavor

250 ROOMS

Management SAM D. ADKISSON

The Western Journal of Education

MORRIS WAGNER, EDITOR

OFFICIAL DEPARTMENT — Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

Virginia in May Time

By ALTHEA WARREN,
City Librarian, Los Angeles Public Library

The reason and the place were sagely chosen for the fifty-eighth annual convention of the American Library Association. On May 11 over three thousand women and men gathered at Richmond for meetings and extra-curricular excursions to gardens along the River James or to that entire town reclaimed out of the days of colonial history, Williamsburg. There were four general sessions beginning with the president's address and an opening reception at the Mosque Monday evening and concluding Saturday morning with a talk on biography of today and tomorrow by Douglas S. Freeman, editor of Richmond's most famous newspaper and author of last year's Pulitzer prize in biography, "R. E. Lee."

The most exciting gathering occurred the first day, an open session of the governing council when the special committee appointed to consider the advisability of asking for federal aid for libraries made a report grounded on a year of study and investigation. Doctor Louis Round Wilson, head of the graduate library school of the University of Chicago, and president of the American Library Association, was chairman of this committee. His eight assistants represented New England in the persons of Milton E. Lord, librarian of the Boston Public Library, and Clarence E. Sherman, librarian of Providence, R. I.; the Middlewest, personified by Carleton B. Joeckel of the University of Chicago, Charles H. Compton, assistant librarian of the St. Louis Public Library who was president of the association last year, and Forrest B. Spaulding, librarian of Des Moines, Iowa; the Far West, Miss Harriet C. Long, state librarian of Oregon; the South, Mary U. Rothrock, librarian of the Tennessee Valley authority; and Doctor James Thayer Gerould, librarian of Princeton University who last year vigorously opposed the idea of surrendering any part of local control by a request for federal oversight or support. A study of libraries the nation over reveals that more than 40,000,000 people are at present without any sort of library service. If they are ever to secure it in the sparsely populated sections of the South and the West some sort of supplement will have to aid local taxation. All that is hoped for at once is that this year's budget of the Department of the Interior may include $25,000 for beginning a library division. This sum could do no more than commence study of the need for greater nation-wide coöperation in library service. Eventually the more remote states' dream of regional centers of the Library of Congress where research and reference material would be lent to the students of three or four neighboring states, thus relieving local libraries of maintaining some of their more expensive reference files which are needed only occasionally but are vitally essential when the demand arises. Although not unanimously accepted, the idea of federal participation in a wider library development was backed by a good majority of the association.

Another manifestation of that effort towards larger coöperation between libraries which is undoubtedly the foremost aid of today was voiced by Doctor William Warner Bishop, librarian of the University of Michigan, when he presented a report of his study of the resources of American libraries. In the two decades since the war much rare and valuable book material has left Europe. America's closest buying rivals have been the libraries of Japan and South Africa. The depression has taught us that we cannot have everything. Therefore, the libraries nearest each other must agree upon specialities and try not to duplicate. The first necessity in developing such regional collections is to know what other libraries already own. The University of North Carolina has headed a committee of the Southeast Library Association to start a regional catalogue. At Doctor Bishop's request his committee on the resources of American libraries has been enlarged into a board of five members which will now initiate a five-year survey.

The urge to coöperate even spilled over the national boundary lines when a proposal to found some fellowships to help American librarians to go to Latin America to become acquainted with the resources of the libraries there, and to bring students from Central and South America for a year to study library problems in the United States was unanimously adopted.

Miss Edith Lathrop of the United States Office of Education in Washington, D. C., is continuing her coöperation with the N. E. A. by arranging for talks by school librarians to the secondary school teachers at the Portland meeting. Doctor Walter C. Eels is asking that help be given by librarians to the secondary schools in compiling reading lists. It is also hoped that an annual statistics sheet for all libraries (municipal, county, school and college) can be worked out by representatives from several committees of the A. L. A. and the United States Office of Education so that the harassed school librarian will have only one set of figures to compile instead of different reports for her local board, her state library and the national government as well as the American Library Association.

On Tuesday discussion and demonstration centered from ten in the morning until nearly five upon the new possibilities in microphotography. Several of the Eastern universities, the new library of National Archives in Washington, the Library of Congress, the New York Public Library and the Henry E. Huntington are experimenting in making films of rare books and manuscripts to save the originals or to lend by mail. As soon as the cost of a projector can be reduced and its operation simplified, a film will doubtless supersede the expensive bound newspaper which is printed on wood pulp paper and soon discolors and deteriorates.

Next to the movies, the radio is robbing books of the greatest number of readers, both young and old, so it is only provident to try to turn radio programs to promote reading. Ralph A. Ulveling, of the Detroit Public Library, recommended that more libraries use radio as a means of publicity and especially try to suggest books to read in connection with the beautiful symphony programs which are the highest achievement of the radio to date. The experiment tried by the A. L. A.'s own publicity department at the convention, included, in addition to local programs, seven radio interviews of authors

The World of Music

SINGING DAYS

For rural and consolidated schools

232 beautiful songs including living folk songs, festival songs, and art songs in a book that is planned from cover to cover to meet the needs of pupil, teacher, and supervisor in rural and consolidated schools. Two experts in rural education are among its editors—Marguerite V. Hood of Montana and Glenn Gildersleeve of Delaware. Price $0.84, subject to discount.

Phonograph records have been made which show the correct singing of the different types of song presented in the book. Teachers' Manual is also available. For further information send for circular #297.

Ginn and Company

45 SECOND STREET

SAN FRANCISCO

and librarians conducted by Mrs. Faith Holmes Hyers, publicist of the Los Angeles Public Library, and addresses by President Roosevelt and Secretary Ickes broadcasted from Washington at the "Friends of the Library" luncheon on Citizen's Day. Mrs. Carol Brinks' acceptance of the Newbery Medal for "Caddy Woodlawn" was also sent over the air as far as the Pacific Coast. Interest was so eager that the local station has since given the Richmond Public Library free time as is being done in Cleveland, Cincinnati, Los Angeles and a number of other cities.

On Tuesday afternoon another meeting full of practical and timely interchange of experience was the joint session of the salaries, employment and schemes of library service committees presided over by Miss Eleanor Hitt, California's assistant state librarian. The difficulties of dividing clerical and professional duties were discussed from the standpoints of several types of libraries. Miss Sarah B. Askew, head of the New Jersey Public Library Commission, emphasized that in her experience certification of librarians can only be made effective when state aid is given where state certificates are required. Local library boards resent having professional standards thrust upon them unless their surrender of absolute control is mitigated by a contribution to their budget.

Successful credit unions to enable library employees to secure short-term loans and to invest their savings under the protection of national supervision were described by staff members from the New York, Brooklyn, Queens Borough, Rochester, Chicago, Kansas City, and Portland public libraries where flourishing credit unions have been developed of the type introduced from Germany by Mr. Filene of the great Boston department store.

Every convention has one great discovery in a speech or a person who sends you home to your desk with a firmer faith, a clearer aim and tighter grip on your work. Along a twenty-three-year track, I look back to remember what Edmund Lester Pearson said at Kaaterskill in 1913 about "How to Discourage Reading"; I shut my eyes and see May Massee in white with hair gold as "Alice in Wonderland" asking if we believe in poetry at Berkeley in 1915; I hear Sydney B. Mitchell at Montreal whimsically warning us of the kind of person the typical librarian is prone to be, and last year at Denver I remember Agnes Camilla Hansen leading us back to the high alter of books. At Richmond the talk which will never evaporate was given by Miss Esther Johnston to close the program of the lending section Friday evening. Like most of the section and round table meetings, this was held in a church. (Next to the delicious, pungent odor of cigarette factories the odor of sanctity is the strongest one in Richmond.) Miss Johnston is in charge of the one big room in the New York Public Library at Fifth Avenue and 42d Street where books are issued to grown people for home use. She took as her title "The Menace of Mediocrity." Standing as she does in the very center of the whirlpool of our biggest city's rushing, complex, changing, conflicting reading wants, she has come to the conclusion that the average person is not average all the time. The librarian's good luck is that she is apt to encounter him in hours when he is dodging to get out of step. The reaction of modern mechanistic life has made him realize that civilization and comfort are not synonymous. Electric gadgets are not able to produce eloquence nor good conversation. In the spacious eighteenth century when bathrooms and kitchens were horribly faulty in equipment, men wrote better letters and entertained their friends more charmingly than we do today. The excellent librarian of the past did a great deal for the aristocratic few. What is needed today is a librarian who can encourage the many in seeking distinction in the books they read. The differences in men must be studied if you are to suit them with books. Then the librarian must know the worthy books. The Pitkins, the Durants, the Guinea Pig boys need no help. But only a wise reader can discover and introduce to the one who will appreciate them, Virginia Woolf's "Room of One's Own," George Moore's "Eloise and Abelard," Newman's "Mutations of the Short Story," Day's "Life with Father," Ellen Glasgow's "Romantic Comedians," Shaw's plays, Walter Page's "Letters" and such adventurers as James Norman Hall, Captain Scott and Gertrude Bell. What is needed in the epicurean lending department is a bulletin to advertise *Books Not for the Average Reader.*

In the Central Branch of the New York Public Library there is a butcher who comes for works on design, a bill collector who reads Henry James, an errand boy who considers that George Santyanna is "keen," and a street-car conductor who inquires for "The Egyptian Book of the Dead." Such people need spirited librarians. They can only be well served by a person who realizes that the rarest gift is imagination and that every individual may feel the divine desire to escape mediocrity.

Besides one high beacon of inspiration, every convention also has a good story. In kindly humor and the art of narrative the headwaiter at the Commonwealth Club outdid all the librarians. He recited General Lee's farewell to his troops and told how he came to learn it. But my most significant professional anecdote is of a lady with a masters' degree who inquired of the elevator boy at the John Marshall Hotel, "Do I take the elevator up or down to get to the roof-garden?"

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(Formerly California School of Arts and Crafts)

30th SUMMER SESSION

June 29 to August 7, 1936

PLAN now to devote this summer to the pleasurable study of the arts and crafts. State accredited art college for men and women offers over 20 courses in Drawing, Painting, Design, and the Crafts. Faculty of 15 specialists, including Vaclav Vytlacil, international authority on Contemporary Art.

ONLY art institution on Pacific Coast authorized to grant degrees. Ideal vacation environment—beautiful 4-acre garden campus centrally located for the entire East Bay region. Tuition fees moderate.

Write F. H. Meyer, President, for Summer Catalog.

Broadway at College Avenue
Oakland, California

WORLD PREMIERE AT CURRAN

TALLULAH BANKHEAD, famed London and New York stage star, will appear in the new George Kelly play, "Reflected Glory," which has its world premiere at the Curran Theater Monday, July 20. The engagement is for two weeks and is under the management of Lee Shubert, well-known Broadway manager, and Homer Curran of San Francisco. The cast is a large one and is composed of Broadway favorites, including Estelle Winwood and Clay Clement. Mr. Kelly staged the play.

Tallulah, as she prefers to be called, is the Alabama girl who, after appearing on the New York stage for a season, went to London where she played for eight years, attracting widespread attention to herself both as an artist, as a hostess of the most perfect, and sometimes slightly wild parties, as a wit and as the best dressed woman in England. She returned home last year at the height of her popularity over there, to appear in a production in New York and now Lee Shubert has her under contract for this play and intends taking her to New York after the engagement out here. No American star has attracted as much attention in a foreign land as Tallulah. She comes of a representative American family, which gave her a social footing in Great Britain that anyone would have envied. Her father is the present Speaker of our House of Representatives and an uncle is a United States Senator.

George Kelly, author of Tallulah's play, won the Pulitizer Prize several years ago with "Craig's Wife." He has written about ten Broadway hits, among them "The Torch Bearers," "The Show Off," "Philip Goes Forth," "Behold the Bridegroom," "Daisy Mayme," and "Maggie the Magnificent."

Altogether the world premiere of such an important play with a brilliant young star is sure to attract the greatest crowds.

AT POMONA COLLEGE, the second week of July, occurred a meeting of the CCC educational advisors of the Ninth Corps Area under the leadership of John B. Griffing, Ninth Corps Commissioner. The conference continued from July 13 through July 18. In the Ninth Corps are included the states of California, Arizona, Nevada, Oregon, Washington.

Quality

SALTED AND UNSALTED NUTS *for Less*

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop
791 MARKET STREET
(Next to California Theater)

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions Using Only Court Reporters

Office	Residence
208 CROCKER BUILDING	450 17TH AVENUE
GARFIELD 1346	EVERGREEN 1560

SAN FRANCISCO, CALIF.

CONFERENCE ON CURRICULUM AND GUIDANCE

This conference, held at Stanford July 6–10, made history for California and the Western states. It was the fourth time that a group of educators has met on the Stanford campus for a week of discussion. This fourth conference was distinguished, however, by a new spirit and by its significant increase in attendance. The enrollment of the two previous years was somewhat over 500. This year there were just under 900 paid registrations. There were 175 names on the list of speakers and other participants of the program. Fifty-five men represented the educational group of the CCC. The representatives of the book companies, to whom was extended the courtesy of admission to all phases of the conference, brought the total attendance to some 1200, an attendance consistently maintained to the last meeting of the five-day conference.

Not less interesting than the numbers enrolled was the wide territory from which the members were drawn. California, of course, provided the largest representation. The other Western states sent 64 representatives, the Middlewest 48, the Eastern states 22, while two educators from Canada, one from England, and one from China, lent an international tone to the conference.

An analysis of the registration indicates another interesting fact that distinguished this conference from its predecessors. Meetings of this sort, planned for discussion of the fundamental problems of education, must, of course, command the attention of leaders, upon whom falls the responsibility of policy and program. The surprising fact about this conference was the large attendance, totaling perhaps 50 per cent, of the rank and file of classroom teachers, in spite of the fact that the program made no place for the discussions of materials or techniques that are perhaps the more immediate interest of the practical teacher.

On the contrary, the discussions were planned to cover as far as possible that hotly fought no man's land of our changing philosophy of education, the relation of our schools to the social problems of today, the relation of our technique to the present content of scientific data and interpretation.

What accounted then for this hundred per cent increase in attendance and for the significant representation of the classroom teacher?

Of course, the immediate answer is that the program itself, and its array of distinguished names, must have been a magnet to draw the interest of all whose work touches the life of our schools. But perhaps, in addition to the value of what was offered, the large attendance was a reflection of the growing feeling throughout our educational world that our very foundations are being challenged, the feeling of the need, among leaders and in the ranks alike, of a new orientation in the fundamentals of our educational approach.

Certainly the Stanford conference met this challenge. While every shade of philosophy must have been represented, the general direction of the discussions was toward those changes in content and procedure which lead toward flexibility of program and a more realistic tie-up of the classroom and the social setting.

The discussion of curriculum seemed to be less concerned, finally, with the form and content of the curriculum itself than with the processes by which, in any school system, the curriculum was subjected to constant study and revision. One gathered from the most thoughtful speakers that the real concern of leaders should be for a plan of continuous curriculum study that gives the actual classroom teacher a vigorous and responsible share in the program. In short, curriculum building is not so much an end in itself as it is a most valuable procedure for the in-service training of the actual teaching force.

It would seem that California teachers have already been roused to a realization of their responsibility. Extensive curriculum programs in many of our cities, initiated by their superintendents, have made city teachers curriculum-conscious. In the state as a whole, under the leadership of Superintendent Kersey, and especially through the work of the state committee on the "Scope and Sequence of the Curriculum," led by Helen Heffernan, a similar consciousness has been aroused. Indeed, it was the expressed opinion at Stanford that the work of Miss Heffernan in the rural and elementary schools of California explains to a considerable degree the response of the classroom teacher to the opportunities of this conference.

One of the interesting innovations of the program was the contribution made by the educational leaders of the CCC. J. B. Griffing, educational advisor of the Ninth Corp Area, took the initiative in requesting from Stanford a definite place on the program, and the contribution of this youngest branch of our national educational service provided a fresh and stimulating point of view to the audiences of old-line teachers.

Several cities sent the full personnel of their curriculum committees to attend the conference, notably Seattle, Santa Barbara, and Santa Maria. Two state committees were also there in full force, that of Idaho, and California's Scope and Sequence Committee, while representatives of similar groups came from near and far. Every branch of educational leadership was represented, from the ranks of administrators and of university teachers. Washington, D. C., sent us our national commissioner of education, John W. Studebaker, whose practical and commonsense discussion of the relations of the school to the community won general and warm appreciation. Columbia provided some of the most stimulating jolts of the program, delivered with coolness and efficiency by W. A. McCall and George S. Counts of the Teachers' College. Hollis Caswell, of Peabody College, came to us assured of an interested hearing because of his contribution to the now famous Virginia course of study. Of similar interest was the contribution of C. L. Cushman, director of curriculum in Denver. Our own state department was fully represented on the programs, with contributions of value from Superintendent Kersey, Helen Heffernan, Gladys Potter, Ivan R. Waterman, Aubrey A. Douglass.

Lively discussions of curriculum problems were led by many of our California administrators. Leo B. Baisden of Sacremento, and George H. Merideth of Pasadena, provided a notable session. Percy Davis of Santa Monica, Jay D. Conner of San Diego, Walter Hepner of the State College, San Diego, A. H. Horrall of San Jose, all contributed practical experience and progressive thinking to the sessions in which they took part. Curtis Warren of Santa Barbara as a member of the panel of important sessions, injected lively interest by his practical challenge to the far flung ideas of some of the speakers.

The National Education Association was represented by several national presidents, among them E. D. Lewis, Department of Secondary Education; H. W. Lyons, Elementary School Principals, and Miss Farmer, Kindergarten Teachers.

The textbook publishers were well represented by members of their staffs, who attended the meetings with interested attention. Among the executive heads of Western offices who were at Stanford were Seldon Smith of Ginn & Co., John Beers of Macmillan, Fred Moore of Silver Burdette, Leroy Armstrong of American Book Company. Generous space was provided for a display of textbooks during the entire week. The exhibit offered a welcome opportunity for the examination of the current materials of the profession. Book publishers appreciated the efforts of the conference administrators to cooperate with them in bringing the exhibit to the attention of the attending educators.

Upon Dean Kefauver and his able coworker, Doctor Hanna, fell the greatest burden of responsibility for the conference, and to them go the congratulations for the splendid success of their efforts.

The conference will go down in history not only in the memories of those who shared its program, but also in a concrete form, a seven-page pamphlet called "An Educational Platform for 1936," compiled by Dean Kefauver at the close of the conference to embody the salient points that had emerged from this week of notable discussions. To those who did not attend the conference, the pamphlet is available from the Stanford University Press.

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
Phone: SUtter 2980

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery
Main Store — 1120 Market Street, Opposite 7th Street
Branch Store — 825 Market Street, New Commercial Market, Near Fourth Street
Telephone MArket 3303-3304
Specializing in food products for building and maintaining health
Send for Free Catalogue

NEWER CHILDREN'S BOOKS

SELECTED BY WILHELMINA HARPER

FOR YOUNGER CHILDREN

CIRCUS BOY, by Harriet F. Bunn. Macmillan. $1.75. These lively adventures of the circus boy Tim make an absorbing story for both girls and boys. Grades 5–6.

OLD JOHN, by Mairin Cregan. Macmillan. $2. Old John of Ireland had a peaceful life with his animal pets until the fairy cat appeared. A fine tale, with Helen Sewell pictures. Grades 5–6.

AMELIARANNE AT THE SEASIDE, by Margaret Gilmour. McKay. $1. How plucky little Ameliaranne made it possible for the whole family to have a seaside outing. Grades 2–3.

FARM ON THE HILL, by Madeline D. Horn. Scribner. $2. Two boys have a wonderful summer on their grandmother's farm. Striking illustrations by Grant Wood. Grades 3–4.

THE CHILDREN MAKE A GARDEN, by Dorothy H. Jenkins. Doubleday. $1.50. Very attractive volume of garden helps for younger children. Grades 3–5.

NOW FOR CREATURES! by Shelby Shakelford. Scribner. $2. This fine book contains many facts about insects and pond animals, in narrative form. Grades 4–5.

A PARADE OF ANCIENT ANIMALS, by Harold O. Whitnall. Crowell. $2. Simply told tales of the earliest animals that will fascinate younger children. Grades 4–6.

FOR OLDER BOYS AND GIRLS

EXPLORING TODAY, by Lincoln Ellsworth. Dodd. $1.75. A famous adventurer tells of the lure of exploration and of many daring expeditions. Grades 7–8 and high school.

THE POET OF CRAIGIE HOUSE, by Hildegarde Hawthorne. Appleton. $2.50. This excellent biography of Henry W. Longfellow will fill a real need. Grade 8 and high school.

WHISTLER'S VAN, by Idwal Jones. Viking. $2. A most interesting book telling of gypsy wandering and customs and of the boy who followed them. Grade 8 and high school.

VALIANT, DOG OF TIMBERLINE. Winston. $2. Gripping tale of a valiant shepherd dog of the Western cattle country. Grades 6–8 and high school.

INJUNS COMIN! by M. W. Pearson. Scribner. $2. Graphic account of the courage of the early Minnesota pioneers. Grades 7–8.

THE LOTUS MARK, by Phyllis A. Sowers. Macmillan. $1.75. Recounts the adventures of a boy of Siam and gives good picture of the country. Grades 5–7.

MORE THINGS ANY BOY CAN MAKE, by Joseph Leeming. Appleton. $2. There is much entertainment in this book of clear directions for making home-made toys and games. Grades 6–8.

Over 35,000 teachers belong to California Teachers Association

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service organization which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for meetings and conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, SIERRA EDUCATIONAL NEWS.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments. Through unity comes power to accomplish desired results.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Northern Section
MRS. PORTIA MOSS
Auburn

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION
State Headquarters: 155 Sansome Street, San Francisco

UBLIC LIBRARY
RIODICAL DEPT.

AUGUST, 1936

THE WESTERN JOURNAL of EDUCATION

PERTINENT OBSERVATIONS: SOME INDIVIDUAL REACTIONS TO SUMMER OPPORTUNITIES

By VIERLING KERSEY, *Superintendent of Public Instruction.*

SUMMER 1936 experiences provided in the state of California have been rich and varied. Casual contacts with just a few of those who have enjoyed inspiration during the summer season in organized teacher improvement programs reveal such stimulating reports as the following:

One young teacher, teaching in her fourth year, located in the mountain counties in a one-room school, told me of her enthusiasm over an experience course in which she had participated this summer and which was designed to help the teacher make attractive and beautiful a spot in the classroom each day. Materials to be used were only those readily available to pupils and teachers. Line combinations in decoration, color harmony and balance, seasonal decorations, special decorations for wall, table, room, and home, as well as those representing nationality interests, those associated with special events and the type of decorations suited to music, drama and stage, all for immediate school, home and community application, carry over and use, were presented. Aside from a head full of suggestions, a notebook full of directions and a summer season of happy experience and association, real inspiration to a new interest of lasting nature was encouraged.

"How to play with youngsters" was what a principal of an elementary school reported as having learned during the weeks of study at summer session. This principal reports having found things which teacher and children can do together and which are recreational for each alike. I have asked that an article dealing with this problem be prepared for our journal for elementary school principals. Probably many teachers wonder how they may be something more than an observer, an arbiter, a directing agent in the whole area of child play. This principal reports having learned of many things the teacher can do which convince teacher and pupil that all are participating in common enjoyable experiences. Activities of this sort are exceedingly helpful for classroom, play time, after school, in community meetings and even at home gatherings. Children will do with with us what they are not inclined to do for us or at our direction.

A teacher from one of the rural schools in one of California's great valleys told me of a summer experience which helped her this summer. She traveled by automobile and visited summer sessions in company with a fellow teacher. They visited all of the demonstration activities at summer sessions; they made lists of the materials used in making projects and activities; they made notes of how the best things they saw in art, manual arts and displays of children's work were made and presented. Now a list of materials, many of which need not be purchased, is prepared for their own school. How to store, preserve, organize and use these materials was also studied. Visiting a class in industrial arts at San Jose State College summer session they saw a clever tool kit for primary and elementary teachers to have and use as their own in all the new phases of the enriched classroom program for children.

An experienced Superintendent told me he had spent his summer studying the various types of teacher disturbances which annoyed and distracted teachers. I was much interested for I, too, once studied this very aspect of the teacher's life. Just what their order in importance is I cannot say but to know what they are may help you to meet and master them as they overtake you. The most annoying disturbance to the teacher was found to be clerical work. Great release of energy for better teaching could be made possible if the clerical work of the teacher (or principal) could be improved in its handling. Class interruptions, especially unexpected ones, have influence in the area of disturbing the teacher. Illness at home is a very persistent factor in worrying the teacher. Faculty meetings, teachers' meetings and meetings with supervisors, where teachers are merely told and directed what to do without opportunity to participate in the cooperative development of plans for improved teacher service, prove annoying. Lack of peace of mind on the part of the teacher, resulting from cross purpose agitation as between groups within the profession, some urging teachers to selfish political activity and some to the support of programs and plans without the teacher clearly understanding either, make for unrest, and uncertainty.

Another teacher told me he had spent his summer working out a recreation program for himself. It involves his family, some teacher friends, and especially himself. He tells me it will be activity by way of a plan for play-participation, it will be passive by way of observation, it will be entertaining by way of simple planning, it will involve instruction by way of organized reading and study. What more can recreation be?

These few examples are selected out of many. New experiences, personal interests, professional improvement, new scenes, new friends and a store of new energy indicate that summer 1936 is to bring us back to the classrooms with vision and enthusiasm.

The richest offerings by way of conference and study opportunity we have yet had in California have been provided by the teacher improvement agencies and the summer sessions in 1936.

See Page 7 for "Materials for Cabrillo Day"

J. W. FRICKE & CO.

420 MARKET ST., SAN FRANCISCO
PHONE SUTTER 8854

School Furniture Assembly Chairs Folding Chairs
Blackboards Gymnasium Equipment
Playground Apparatus Library and Hospital Equipment
Steel Shelving

OLD DESKS MADE NEW

We will renovate your old desks at a nominal cost. If desired will send sample. Can also furnish from stock limited quantity of used desks almost as good as new.

RENEW YOUR OLD BLACKBOARDS

At a nominal cost we completely renew and resurface your old blackboard.

Write for particulars.

Spoken Drills and Tests in English

By Mabel Vinson Cage

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. **Oral** drills for **speech** correctness train ear and tongue (rather than eye and fountain pen!).
2. **Oral** examinations not only test, but reinforce.
3. **Interest** comes through competition.
4. **Repetition** is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California.

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage, Take elevator upstairs.

Single ..... $2.00—$2.50
Double ..... $3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO

230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Better *because it is always* **fresher**

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLII, NO. 8 SAN FRANCISCO, AUGUST, 1936 PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

AUGUST is one of those in between months when the last school year is a memory and the coming school year is a figure of what is to be. August is a month when bookmen take vacations, return from exhibits at summer sessions, and if fortunate enough return this year from the Olympics at Berlin. August is the month when teachers and superintendents are through with their work at summer sessions and are getting ready for the work that is about to start.

This year more than any of recent time has seen thousands of teachers making trips across the American continent, traveling to Mexico, Alaska, and Europe. The European hegira of school people was in numbers more like the times of the boom years. And many are the taxpayers who have come out in public and denounced the payment of the salaries that would enable such trips. At the same time they demand that teachers should have breadth of vision.

The schools of California enter upon the new school year in the best financial shape of recent times. In regard to school plants most of the work of reinforcing and rebuilding to fit the new earthquake building regulations of the State of California has been completed. The city of Los Angeles, where over twenty millions is being spent in this work, hopes to have the job completed by the end of the coming school year.

California, especially in the section south of the Tehachapi, is now experiencing a building boom in new homes that is equaling the expansion of the so-called good years of the twenties. Southern California is starting again to fill up with new residents and if the influx continues as it has started, school systems that had caught up with the housing problem will again have to start campaigns for new sites and buildings. Present indications point to the arrival of a half-million newcomers in southern California within the next year.

August is the time of year when San Francisco alternates between sunshine and sharp drifting fog. That is the month when with San Jose, Paso Robles, Stockton, Sacramento, and San Joaquin Valley points sweltering in summer heat, the coolness of the Golden Gate fogs drives one to furs and overcoats. San Francisco, with its twice seven hills, with the added majesty of the Golden Gate Bridge and of the San Francisco-Oakland Bay Bridge, has become a city where the views from hilltop and skyscraper are like fabled cities of the imagination. Wisps of fog drifting over the seven-hundred-foot towers of the Golden Gate Bridge, the incoming of lighted ships on a summer's night, the white streak left by the ferries as they go to Sausalito and Oakland, the colored lights at the foot of the towers of the San Francisco-Oakland Bay Bridge, Yerba Buena and the beginnings of the fill for the coming San Francisco World's Fair, the Embarcadero with its multitude of wharves and unloading ships, the Coit Tower shining from reflected flood lights, Market Street a colorful string of jeweled light, the hum of motor cars, the jangle of street cars, and the calls of Italian boys on Telegraph Hill—these are brush strokes that make a great picture—San Francisco.

MISS MARY BROWNING, primary supervisor of the Louisville, Ky., city schools, this summer attended the summer session at the University of Southern California in Los Angeles Miss Browning is one of the co-authors of a series of successful readers lately published by the American Book Company.

DOCTOR EMIL LANGE, formerly director of curriculum of Long Beach and now in charge of one of that city's junior high schools, this summer gave courses in curriculum construction at Washington University, St. Louis, Mo. The Long Beach Board of Education gave him leave of absence with full pay the last week of school in order that he could begin his summer session work on time.

NORMAN B. SCHARER was appointed by the Alhambra Board of Education to the principalship of the Granada School. Mr. Scharer has been in the Alhambra system six years, the last four years in the high school in social science and child welfare work. He has his M.A. from the University of Southern California and is a graduate of Pasadena College.

HUGH M. TINER, rural supervisor of the Los Angeles County schools, this summer gave courses in elementary curriculum and curriculum construction at the summer session of Abilene Christian College, Abilene, Texas. He also supervised the demonstration school at that institution. This is the second time Mr. Tiner has taught at the Abilene summer session. Mr. Tiner is a graduate of Abilene Christian College. He has his M.A. from Stanford University.

RAY ADKINSON, County Superintendent of Orange County schools, is running for Congressman from his district on the primary Democratic ticket.

MRS. MELVIN HOCKER has just been appointed children's librarian at the Ontario Public Library. She comes to her new position from Upland, where she was in the same position for some time. Miss Elizabeth Wright is to be employed as the Upland children's librarian as soon as she finishes her course this summer at the Riverside Library School.

MRS. ARDELLA S. TIBBY, Superintendent of the Compton grammar schools, has nearly completed the rebuilding program of the past two years for the ten Compton grammar schools. By the aid of funds ($292,000) secured through the Green Bill, WPA labor, and the use of salvaged materials from wrecked buildings, an extraordinarily fine group of school structures has been erected, that represent an outlay of more than $350,000. One of the outstanding units is the new administration building. With H. L. Gogerty as architect, this building is modernistic in design and includes within itself most attractive offices and a board room. The building was designed to be used as a community center for P.-T. A. groups and teachers.

THE San Bernardino city schools under Superintendent A. D. Graves this coming school year will see several changes in administrative positions. G. R. Momyer, principal of the San Bernardino Senior High School for the past eleven years, has resigned and H. C. McMillan, principal of the Sturges Junior High School, has been promoted to the senior principalship. Gordon Park from Barstow, will step into the Sturges Junior High School principalship. Melvin Meeker, last year principal of the Idyllwild School, Riverside County, has been appointed principal of the Roosevelt Elementary School. A new position, supervisor of secondary schools, has been created by Superintendent Graves. This position will be filled next year by Miss Elsie Gibbs, for the past six years in the system and coming to the place from the senior high school where she was head of the orientation work. Miss Gibbs is from the University of Chicago with degrees of A.B. and M. A. Several new teachers are also to be added to the high school faculty.

With the increase of senior high school enrollment added facilities are needed. This coming year it is planned to spend around $110,000 for additions to the senior high school. This is to include twelve classrooms and a combination study hall and cafeteria. The kitchen is to be sound proofed and sealed from the main room as far as possible. The building is to be erected from direct tax and if possible with PWA labor, which has been applied for. The work is planned to be completed by the end of the school year.

AT POMONA COLLEGE, the second week of July, occurred a meeting of the CCC educational advisors of the Ninth Corps Area under the leadership of John B. Griffing, Ninth Corps Commissioner. The conference continued from July 13 through July 18. In the Ninth Corps are included the states of California, Arizona, Nevada, Oregon, and Washington.

MISS ALICE CUSACK, assistant superintendent of the Kansas City, Mo., public schools, and co-author of the Pennell-Cusack Readers, published by Ginn & Co., spent the summer at Long Beach, Calif., and visited other points of interest in California.

JOHN R. HUNT, Supervisor of Child Welfare and Attendance of the Los Angeles County schools, with Mrs. Hunt, visited Europe this summer, and attended the Olympic Games in Berlin.

DOCTOR DOROTHY C. MERIGOLD is co-ordinator of languages for the Los Angeles city schools and the University of California at Los Angeles, a position having to do with the supervision of students doing their practice teaching in foreign languages in the Emerson Junior High School and University High School, Los Angeles. This work of training practice teachers at the University of California at Los Angeles is under the direction of Professor Bond. Mr. Bond is assisted in this work by five co-ordinators, who each handle definite fields of instruction.

Mrs. Merigold received her doctor's degree this spring from the University of Southern California from the Department of Comparative Literature. Her thesis dealt with the question of idealism as exhibited in the works of Nobel Prize winners. This summer Doctor Merigold visited Sweden, Germany, Italy, and France. On her arrival in Sweden she was interviewed by the leading newspaper of Stockholm in regard to her work on Nobel Prize literature. She was featured by story and by picture with other important arrivals on the S. S. *Gripsholm*, among them Katherine Hepburn's family.

EDWIN L. GLASER, Superintendent of the Telluride, Colo., public schools, attended the summer session at the University of California at Los Angeles this year.

F. M. ALLEN, who for the past ten years or more has represented the F. A. Owen Publishing Company in California and the west coast has retired to live in his beautiful home in the Hollywood Hills. Miss Loraine Birong, for years representative of the same company in Wisconsin, has been transferred to the California territory. Miss Birong was in California this summer getting acquainted with her new territory by having exhibits at the various western summer sessions.

E. C. DUDLEY, Pacific Coast representative for Lyons & Carnahan, recently secured the services of George T. Berry to aid him in his book work in Northern California and the San Joaquin Valley. Mr. Berry is a graduate of the University of California. Mr. Berry's knowledge of California's educational system is extensive. As a school man he has been principal of the Briggs Union High School and Superintendent of the Butte County school system. For the past eight years he has traveled over the west as director of the Junior Red Cross.

SUPERINTENDENT CHARLES E. TEACH of the San Luis Obispo city schools is organizing a junior college for his city, to start at the opening of the fall semester. The State Board of Education approved the establishment of this junior college at their meeting the second week in July. The college classs will be held in the high school plant. Instruction will be given in part by high school teachers and by five additional instructors, who have been secured this summer for college work. Lawrence Griffin has been promoted to the principalship of the high school and junior college. Mr. Griffin takes the place of John W. Thompson, for many years principal of the San Luis Obispo High School. Mr. Thompson will continue work in the same school as vice-principal. Mr. Griffin, who succeeds to the new position, as head of the high school and junior college, has been in the San Luis Obispo High School ten years as teacher of mathematics and mechanical drawing and principal of the night school. His education was secured at Cornell University and the University of Southern California. Before coming to California, Mr. Griffin taught in McKeesport Pa. Superintendent Teach expects an enrollment in the neighborhood of a hundred junior college pupils the opening of the school year. The first year he plans to give only first-year college work.

KARL ZAPF, who has been secretary for the past year and a half for Mr. Smith, head principal of the Ventura grammar schools, is resigning his position to attend the University of California at Berkeley. Mr. Zapf is a local Ventura boy raised and educated in Ventura. At the University of California Mr. Zapf is intending to major in public school business administration.

IN THE reorganization of the Ventura city school system this summer E. L. Van Dellen continues as Superintendent of the Ventura elementary schools consisting of the kindergarten and first six grades. The Ventura system is organized on the 6-4-4 plan. The elementary system is under one set of trustees and the junior high school and junior college is governed by another set of trustees. Up to this summer Mr. Van Dellen was employed as Superintendent by both boards. With the dissolving of this arrangement, the junior high school and junior college will operate directly under their board of trustees with M. E. Mushlitz, principal of the junior high school, in charge of that institution, and D. R. Henry, principal of the Ventura Junior College, in charge of his organization.

CURTIS E. WARREN, Superintendent of the Santa Barbara city schools, has reorganized and increased his department of supervision. Mrs. Lillian A. Lamoreaux has been appointed director of instruction in charge of curriculum work of the elementary schools and junior high schools, and Lewis Clark has been appointed assistant director of instruction. Mrs. Lamoreaux comes to her new position from the Burbank city schools, where she had been in charge of elementary supervision for several years. Mrs. Lamoreaux is co-author with Doctor J. Murray Lee of the Burbank city schools in a new series of readers that will be off the press shortly. Mr. Clark comes to his assistant directorship from the Ventura Junior High School, where he was chairman of the English-social studies department. Mr. Clark has his A.B. and M. A. from Stanford University secured in 1929 and 1932. Previous to teaching in the Ventura Junior High School. Mr. Clark taught in the Sequoia Union High School, Redwood City and Klamath Falls, Ore.

Superintendent Warren plans that Mrs. Lamoreaux shall be at the head of the curriculum reconstruction work for the city schools. This work has been carried on for the past year as a

joint project with the Santa Barbara County schools under Superintendent Mrs. Muriel Edwards. Doctor Grayson N. Kefauver of Stanford University and members of his faculty will continue in their advisory capacity.

Another addition to the Santa Barbara city supervisory force is that of Miss Josephine Murray, who was this summer appointed music supervisor. Miss Murray was for years prominent in music affairs of California as supervisor of music of the Tulare County schools. This past year Miss Murray has been supervisor of music of the Tehama County schools.

Doctor J. Murray Lee of the Burbank city schools this summer was one of the visiting instructors at the University of Texas summer session at Austin, Texas.

Buel F. Enyeart, Superintendent, Burbank city schools, for the coming school year has made several changes in his staff in the interest of economy and more intensive supervision. Doctor J. Murray Lee will again devote full time to the directorship of research and curriculum. Mrs. Louise Wickersham will spend one-half of her time as principal of the Miller School and will devote the other half of her time to the position of elementary supervisor. The four other elementary schools are to be combined under the guidance of two principals. Fred Trott will have charge of the Washington and Roosevelt schools, and Virgil Kindy will be principal of the Lincoln and McKinley schools. Both Mr. Trott and Mr. Kindy will give their whole time to supervision.

The Burbank city schools in their basic course of study from pre-school through the high school have adopted as the main theme the life of the individual in relation to his environment, in its immediate and broader aspects, and the adaptation of the individual to life in its social and scientific developments.

L. J. Simmons has been Superintendent of the Laguna Beach city schools for the past three years. Mr. Simmons had the honor of being the first Superintendent of Laguna Beach, when it organized a city system and started a high school three years ago. The schools of the city are organized on the 6-6 plan with around 300 pupils enrolled in each unit. Fourteen teachers are employed in the lower division and seventeen in the upper division. Laguna Beach is a rapidly growing community of about 6000 population that has been noted for years as a seaside resort and the home of an art colony of prominence. It is located some sixty miles south of Los Angeles on a narrow plain running down from the hills to the ocean. The view of wide breaking surf, curved shoreline, white sands, Long Beach, Balboa, Newport and San Pedro in the distance, with fishing boats, liners, and much of the time an anchored United States fleet, gives a charm to the area that is entrancing. The growth of the town has necessitated a five-room addition to the grammar school at a cost of $25,000. A new gymnasium is being built at a cost of $65,000 with moneys secured from a PWA grant.

Superintendent Simmons before the acceptance of his Laguna Beach position had extensive experience as a school man. He is a graduate of the Arizona State College at Tempe and of the University of Arizona and has done graduate work at the University of California. His specialization in college work was in science and agriculture. His previous work included a year at Brawley in 1921 where he taught agriculture and science. Then until 1924 he was in agricultural extension work for the University of California. In 1925 Mr. Simmons went into the United States Department of Agriculture. In 1926 he went to the Grossmont Union High School, San Diego County, where for eight years he taught agriculture and was principal of the Adult Night School and for part of the time vice-principal of the high school.

W. K. Cobb, Superintendent of the Ventura County schools, has recently appointed George Hunter to the position of supervisor of child welfare and guidance. Mr. Hunter has had considerable experience in this kind of work. He is a graduate of Baylor University and has an M.A. degree from Stanford University. He has taught at the Dunsmuir High School in Cali-

AN ORAL LANGUAGE PRACTICE BOOK

By MABEL VINSON CAGE

LIST PRICE $.90

A drill book for oral language practice based on the theory that unless correct usage is on the tongue's end, it is not functioning. A child will write "Yes, I've seen him, he's gone down the street" a hundred times correctly, but meet him in the hall and he will *say* "Sure, I seen him, he's went down the street." Our author contends that had he *practiced that sentence orally* he would have been more likely to *say* it correctly. Perhaps ninety per cent of our use of language is *oral*, therefore the establishment of the correct language pattern must come through *training* the *tongue* and *ear*.

This practice book provides a unique device *for testing individual oral language usage*. It provides drills for establishing a correct language pattern followed by Cumulative Habit Tests.

No rules of grammar are given. The book is designed to establish *patterns* of *speech* through *ear training* rather than by rule. Over 1300 test sentences. Key sentences and a score sheet are provided.

An Oral Drill Book for use in Grades 5 and 6. May be used for slow groups in Junior High Schools.

Harr Wagner Publishing Company

609 Mission Street : San Francisco, California

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town Shopping District, San Francisco

Chinatown and Famous Restaurants Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service of Continental Flavor

250 Rooms

Management SAM D. ADKISSON

fornia and for three years was registrar in the Ventura Junior College. He has done playground work at Palo Alto and the San Pablo Center, Berkeley. Before coming to California, Mr. Hunter taught in Texas and had charge of the Waco Boys' Club, Waco, Texas. This past summer Mr. Hunter has been attending Claremont College where he has been studying sociology under Doctor Norman Fenton.

THE MOST important piece of educational work done in Ventura County this past year under Superintendent W. K. Cobb has been the co-operative development of a new county course of study. This work has been under the immediate direction of Assistant Superintendent Edla L. Schreiner, who has been in charge of committees of teachers and principals laboring upon this project. Mrs. Gladys Potter, assistant chief, Division of Elementary Education and Rural Schools of the State of California, served in an advisory capacity as to the general development of the program. The new course of study emphasizes the newer philosophy of education. It is based on large units of work built around the needs of children in regard to their social development. As far as possible the units are tied into the practical arts.

MISS EDNA ARMSTRONG, supervisor of art of the Ventura County schools, continued this summer her courses in the practical arts in Miss Swope's Summer School. Mrs. Amy W. McKee, supervisor of music, for the Ventura County schools, went to Alaska for a summer vacation.

MISS ELIZABETH R. TOPPING, Ventura County librarian and Ventura city librarian, will have an increased budget for this next year due to a raise in the teachers' school library fund and a raise in the general fund.

THE Tulare County schools under the leadership of Superintendent Roy L. Driggers during the past two years, have adopted a most progressive policy as regards the newer developments in education. This has been made possible by the assemblage of a full corps of assistants and supervisors by Superintendent Driggers, a corps that is commensurate with the importance of the county in California affairs. Tulare County in wealth of agricultural products ranks among the leading producers in the state. Outside of the metropolitan centers its school population totals higher than most of the counties of the state.

In the selection of his corps of assistants, Superintendent Driggers has considered personality as well as university degrees. It is noted that most of the supervisors in his educational family have master degrees in addition to the degrees of A.B. or B.S.

With Mrs. Alice G. Mulcahy, as director of curriculum, the past year has seen the adoption of the unit method of instruction in the Tulare County schools. This has been followed both in the rural and county schools and in the city schools. The city systems are co-operating voluntarily in this program though they are not under county supervision. Members of the supervisory force, who have made the newer educational methods a success, include Clarence Spencer in charge of visual education; Clyde E. Hubbs, general supervisor and finance director; Katherine Hamm, supervisor of tests and measurements; and Caroline M. Campbell in charge of certification and general supervision.

The co-ordinating activities program has been under the direction of three men: H. W. Kelly has been head of health supervision and co-ordinated activities; Rodgers L. Moore is in charge of the physical education program of the county, and John G. Terry is handling general supervision and curriculum direction.

This coming school year will see two additions to the Tulare County supervisory force. Miss Alta Shepherd is to be supervisor of art and primary work. Miss Shepherd has her A.B. and M.A. from the University of California. Her previous work included teaching in the Kern County schools. The past two years she has been art supervisor in the Oildale school system. Miss Barbara Borden has been secured to fill the position of music supervisor. Miss Borden is a graduate of the College of the Pacific with further work at the University of California at Los Angeles. During the past two years Miss Borden has been supervisor of music in the Monterey public schools.

Superintendent Driggers issued for 1935-1936 a school directory that is quite different in its organization from others we have seen. In addition to the usual facts included in a directory, he gives the officers of the California Congress of Parents and Teachers of the twenty-first district, which includes Tulare and Kings counties. Mr. Driggers works very closely with this association. He also gives in his directory a place to the Tulare-Kings County Elementary School Principals' Association, listing the officers, dates and places of meeting, with an invitation to all persons interested to attend. Nine meetings were held during the year. In listing teachers, both elementary and high school, the training and salary of each teacher is given. The average daily attendance, tax rate, budget and cost per pupil is given for each district. These are interesting facts that any teacher, trustee or citizen will find easily available.

THE WESTERN JOURNAL OF EDUCATION

MORRIS WAGNER, EDITOR

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thonght, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

FARM LIFE SERIES

BY JOHN Y. BEATY

Formerly Assistant Professor of Agricultural Journalism

The University of Wisconsin

Three charming books of primary level with photographs of actual farm scenes and products. The pictures of baby animals will appeal to all children.

Story Pictures of Farm Foods

Tells of the foods that are grown or produced on the farm. The material correlates well with the food unit taught in second grade.

Story Pictures of Farm Animals

The book deals with the habitat, food and daily activities of farm animals. Their importance in the life of people both in the city and in rural areas is stressed.

Story Pictures of Farm Work

This, the third of the farm life series, tells the story of the farmer's work—how he cares for his animals, his soil, and his crops.

PRICE 70 CENTS EACH, POSTPAID

BECKLEY-CARDY COMPANY

Western Agency, 609 Mission Street, San Francisco, California

MATERIALS FOR CABRILLO DAY

Historical Data, Poems, Song and Playlet

This opening month of the school year brings with its calendar two state holidays to be observed in our schools, Admission Day, September 9, and Cabrillo Day, September 23.

Material for class use in connection with Admission Day has been published in the Western Journal of Education annually for many years, and is available in the files of county and school libraries, or from the office of the Journal. Cabrillo Day was established as a state holiday only last year by the state legislature.

Fresh interest will be centered in this new state holiday. To meet the need for information on the life and exploits of the man who first set foot on California's soil, a bulletin of the State Department of Education was written by Doctor Ivan R. Waterman, "John Rodrigues Cabrillo, Discoverer of California." This admirable summary of the historical material is available to teachers from the state office. It gives, besides the story, clear maps of the Cabrillo expedition, many fine pictures, some poems, and suggestions for Cabrillo Day activities.

A very good story of Cabrillo, for fourth grade is found in "California Beginnings," by Lola B. Hoffman, pages 3 to 7; also in "Pacific History Stories" by Harr Wagner, pages 36 to 41. For seventh grade, "California History," by Harr Wagner and Mark Keppel, pages 21 to 25.

In addition to this material, we are publishing here a play which was sent to us from the San Diego State Teachers College. This play has been used with success in their training school. With the play is a poem written by the class and set to the music of an old song. We are adding another poem on Cabrillo, but have not been able to ascertain the name of its author.

CABRILLO

ACT I.

Time: 1541.

Place: The court of the Viceroy Mendoza in Mexico City.

(Act I opens at the court of the Viceroy Mendoza at Mexico City. Mendoza is talking to a group of his courtiers. An Indian slave is seen standing behind his chair.)

Characters: *Mendoza, Cabrillo, Friend of Cabrillo, 1st Courtier, 2nd Courtier, Docas,* Indian slave.

Mendoza: It has long been believed that to the north lies a water passage through this land, which has been called the Straits of Anian. If we can discover these straits it will make it possible for us to reach Asia from Europe in a much shorter time. I have determined to send an explorer to search for them and I am anxious to pick the bravest man. Think of the wealth that might be found for Spain!

1st Courtier: I pray your Majesty, do not attempt another expedition over Coronado's route, because his was a failure. The Indians led him on and on but he never found the supposed Seven Cities with the streets of gold, the temples of silver, emerald arrow heads, diamonds, and other precious stones. I have heard that the Indians plotted these tales of wealth just to lead the Spaniards on.

2nd Courtier (laughing): They certainly fooled Fray Marcos when he thought he saw those castles—they were nothing but mud.

1st Courtier (laughing): Better not use Alarcon's route he only found a deep ravine with pretty bluffs and a little water in it.

2nd Courtier: It is too bad we do not have the brave Cortes. Isn't it a pity his enemies killed him? However, we could use the maps which he and Jimenez made of the island of California where they found the pearls. They thought they were near the Straits of Anian.

Mendoza: Slave, bring me the maps. (Slave leaves back stage and returns with maps.)

Friend of Cabrillo: I pray your Majesty, Juan Cabrillo would be a good man to send. He has been on expeditions with Alvarez and is known as a brave man and a good navigator.

Mendoza: Ah! I have heard of him. He is a fine commander. I will send for him. (To slave): Docas, bring me my writing materials. Slave gets writing materials off stage and Mendoza writes a letter which he gives to the slave with directions to take it to Cabrillo.) I have sent for your friend, Cabrillo. Tell me more about him.

Friend of Cabrillo: He is of Portuguese birth but is loyal to Spain. He would make a fine commander for he knows how to manage men and he would not turn back until he found the straits.

Slave (enters and bows): Cabrillo here!

Mendoza: Show him in. (Slave leaves and returns with Cabrillo.)

Cabrillo (bows): Your Majesty, what is your command?

Mendoza: I have sent for you to command an expedition to find the Straits of Anian. Your friend here has recommended you and I have often heard of your skill.

Cabrillo: Your Majesty, gladly will I accept the honor of commanding the expedition.

Mendoza: Be sure to enter and chart every bay and inlet in order that you may not miss the straits. Take all lands and harbors in my name and that of the king of Spain. Don't turn back until you have found the straits, for great wealth lies in wait for us.

Cabrillo: Your Majesty, you may depend on me. My men and I will not turn back until we have found the straits.

ACT II.

Time: 1541.

Place: On the wharf at Navidad, a little town on the west coast of Mexico.

(The explorers are saying farewell to Mendoza, as they embark for their voyage. Men are seen carrying provisions and equipment to the boats. Cabrillo, Mendoza and Spaniards who are going on the expedition are discussing plans and looking at maps.)

Characters: *Mendoza, Cabrillo, Ferrelo,* chief pilot, *Friend of Cabrillo, Juan,* Indian interpreter, *Sailor, Spaniards.*

Cabrillo: I have planned to sail north along the island of California. We will have to enter and chart every bay and inlet we see. If I find the Amazons we will conquer them and take all of their wealth. Here, Ferrelo, you are chief pilot, take care of these maps.

Ferrelo: Yes, Commander. (Ferrelo starts hurrying the men who are loading the ships.)

Sailor: Commander, where shall we put these things?

Cabrillo: Put them in the hold of the *San Salvador.* Hurry, men, and get the ships loaded so that we may be started before the wind changes. It is favorable now and I am eager to set sail.

Friend of Cabrillo: I hope you don't find any sea monsters or whirlpools!

Cabrillo (laughs): You don't think that I believe those silly tales, do you? They are idle sailor yarns!

Mendoza: Cabrillo is on his way to find the straits and more wealth for Spain! He has no time for monsters and whirlpools!

Cabrillo: I shall encounter many Indians on my expedition. Is there an interpreter among my men?
Mendoza: Yes, the Indian lad yonder. His name is Juan.
Sailor: Commander, the ships are loaded and the sails are set.
Cabrillo: Good work! Everyone aboard! Let us sail! Farewell, Mendoza. (They shake hands.) I go for Spain and our gracious Majesty, the king.
Mendoza: Good luck, brave Cabrillo. May God be with you! (Men leave stage shouting: Adios!)

ACT III.

TIME: Three months later.

PLACE: San Diego.

(The scene is an Indian village on the shores of San Diego Bay. Indians are seen grinding acorns, sharpening bows and arrows, and an Indian squaw has a papoose on her back. An Indian appears at the right. He stalks and creeps along, peering off into the distance. Suddenly he sees something which startles him and he runs back to the others.)

CHARACTERS: *Cabrillo, Ferrelo, Juan,* Indian interpreter, *Indians, Squaw* with papoose on her back, *Sailors.*

Indian: Big white-winged birds come in bay! Come, look! Big white spirit! (Indians start towards the direction he is pointing. Suddenly Cabrillo and his party appear on the left. The Indians are frightened and they hide behind bushes at the back of the stage.)
Cabrillo: What a beautiful big harbor this is! (He unfurls the Spanish flag and the men kneel.) I hereby take this land in the name of the King of Spain and of the Viceroy of Mexico. And we will name it for San Miguel, to whom our prayers for a safe anchorage were offered this morning. It is a good port and well closed. Let us look about this harbor, and find out what kind of people are darting behind the bushes there. Juan, take these presents to the Indians and tell them we will not harm them. Ask them if they know of any straits to the north. (Juan goes to the Indians and offers the presents. The Indians grab them and run. Juan talks to one of them in sign language. Then he returns.)
Juan: Indian say no strait. He say white man five sleeps back.
Cabrillo: You must have misunderstood them—that is impossible!
Juan: Me understood. He say hair on chin, long beard like you. Rode on horse, armor like you. Pale face.
Ferrelo: Perhaps it is of Coronado that they are speaking.
Cabrillo: Yes, it might be! But it sounds queer. We will try to talk with them about it again. Bring me the charts, Juan. I am going to make a chart of this fine bay. (Juan brings them.)
Sailor: Let us explore this land a bit! Perhaps we can find some berries or fresh food on our way. That food on the ship made me sick. (Two men leave.)
Ferrelo: This storm is a severe one. I can hear the surf booming on the farther shore, yet our ships show no strain on the anchor. We are in luck to be in this safe harbor. Weren't those storms awful as we came up the coast? Those open-decked ships gave us no protection.
Cabrillo: Yes, this is a fine harbor. The men are glad to be here and get fresh food and water. But good harbor though it is, I am very disappointed as I had hoped it was the entrance to the strait. The strait seems a phantom, flying before us as we go, drawing us onward to we know not what. (Men return. One is hurt.)
Spaniard: Oh! What has happened?
Sailor: Some Indians shot at us from behind the bushes. Fernando is hurt severely, an arrow is imbedded in his shoulder. He will have to be taken to the ship where the padre can take care of him. (Men leave.)
Cabrillo: I am sorry that Fernando has been hurt. I am surprised that the Indians attacked them; they were all afraid of us at first.
Ferrelo: Commander, the storm is calming now and Fernando's shoulder must have been dressed by this time.
Cabrillo: I have written a letter to the white men who are said to be in the interior. Juan, give it to one of the Indians and ask him to take it to the other Spaniards. (Juan leaves.)
Sailor: Perhaps the Indians will not take it.
Cabrillo: I really do not think there are white men in the interior, but if the letter reaches them, very well; if not, it doesn't matter.
Ferrelo: The ships are ready and the wind is fine for sailing.
Cabrillo: That is good! As soon as Juan returns we will sail, for I am anxious to go on.
Sailor: Juan is returning now, Commander.
Cabrillo: Then we will sail immediately. (Everyone kneels.) May God and our patron saint, good San Miguel, give us success.

ACT IV.

TIME: Three months later.

PLACE: San Miguel Island.

(Cabrillo's arm has been broken and the explorers have experienced many hardships on their trip up the coast.)

CHARACTERS: *Cabrillo, Ferrelo, Padre, Juan, Sailor, Spaniard, Men.*

Cabrillo: I hereby take this island in the name of the King of Spain and Mendoza the Viceroy of Mexico. (They kneel and plant the Spanish flag.)
Ferrelo: Commander, how is your arm? What a terrible storm this has been! What a pity that bib sail fell and broke your arm.
Padre (takes out bandage and dresses Cabrillo's arm): Commander, your arm is in a serious condition. It should have been dressed long before this.
Ferrelo: We will have to stay here several weeks until your arm has time to heal.
Cabrillo: Nonsense! This is nothing to me. I will get well while we are searching for the straits.
Padre: Commander, I fear your arm will get worse if you expose it to the cold.
Cabrillo: Let's forget my arm! Has not the trip up the coast been interesting! That beautiful island of Santa Catalina was lovely! Had we not been anxious to go on, I would have liked to stay there.
Ferrelo: Weren't those signal fires of the Indians queer, Commander? We have seen them all the way up the coast. And here along this channel there seem to be many more Indians. They are much better looking than those farther south. I have seen their canoes also and they are very well built.
Juan: Those fires not all signal fires. Some to chase rabbits from their holes.
Cabrillo: Staying here won't find the straits. Hasn't the storm abated enough so that we can be on our way?
Sailor: Yes, sir. The seas are quieter and the ships are riding at their anchors easily.
Cabrillo: Ah! Now we can sail.
Spaniard: Oh, Cabrillo, I fear it is dangerous to expose your arm to the cold.
Cabrillo: Are you trying to make a coward of me? Let us board the ship and sail!
Men: On and on for Spain!

ACT IV.
Scene 2

TIME: Several months later.

PLACE: San Miguel Island.

(Cabrillo is very ill and is dying. His men are grouped around him.)

CHARACTERS: *Cabrillo, Ferrelo, Padre, 1st Sailor, 2nd Sailor, Men.*

1st Sailor: Isn't it good to be back in a safe harbor away from the cold storms. How long we have been gone, far far to the north. Will we never find the straits?
2nd Sailor: It is the Christmas holidays. I wonder what they are doing at home.
Cabrillo: I wish I could see my old home once again. Every-

one is making merry there. I can almost hear their carols. Men, I am dying. I cannot go on with you to find the straits. You have all been a faithful crew and I am thankful. Ferrelo will be your commander. Follow him as you have followed me and go on for the glory of Spain. (Men kneel back stage.) Ferrelo, you are a brave navigator and a just man. Death calls me and the duty I lay down you must take up. I command you to push the expedition northward at all hazards, and to keep such records as are necessary in order that fitting account of our voyage shall be given to the King. Will you promise me to do this?

Ferrelo: I will do my best to carry the expedition onward.

Cabrillo: Always looking for the strait, Ferrelo!

Ferrelo: Always, brave Cabrillo.

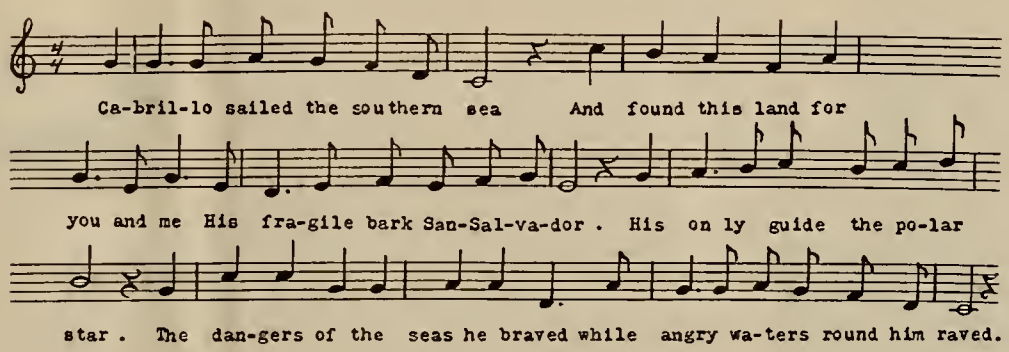
Cabrillo (gasping): Always looking — for — the — strait. (Cabrillo dies. The men kneel and bow their heads. The Padre crosses him.)

Padre: May your soul and the souls of the departed rest in peace. (They all cross themselves. Then they sing Miserere.)

MISERERE

Miserere, awake the strains of sorrow,
Dread is the day to him who knows no morrow.
Miserere, a peaceful rest attend thee,
Good angels guard thee
And from ill defend thee.

TO CABRILLO



Cabrillo sailed the Southern Sea
And found this land for you and me.
His fragile bark, *San Salvador;*
His only guide, the polar star.
The dangers of the seas he braved
While angry waters 'round him raved.

His soul with mighty purpose bent,
To find the hidden straits he went;
It was on good St. Michael's Day
He found our quiet, landlocked bay.
The Spanish flag he here unfurled,
The first to claim this western world.

Cabrillo, with thy vision clear,
Thy memory to us is dear.
Upon the lonely Isle Miguel
Thy quiet form is sleeping still.
While we today thy name do praise,
To thee a monument we raise.

(Written by the fifth grade class.)

CABRILLO

Cabrillo, sailing from the south,
Past island, gulf and river's mouth;
His craft no guiding chart could boast,
Upon his right an alien coast,
Two thousand leagues of unknown sea
Upon his left; yet bravely he
Sailed to the north, while on the rim
Of southern sea, the stars grew dim
And disappeared. New planets swung
Into his view; the polestar hung
Its constant beacon for his course,
The hurricane with mighty force
Swept down on his rude caravel;

Yet never once his courage fell,
Yet never once his purpose failed;
So from the south Cabrillo sailed.

O memorable September day!
When o'er the water, far away,
He caught Point Loma's headland high
Against an azure western sky,
And at its feet the narrow way
That opened to a landlocked bay.
And he sailed in where ne'er before
A keel had plowed, while from the shore
Some wondering savages looked on,
Nor knew an empire had been won!

Sleep, hero, in thy grave unknown!
No chronicle in chiseled stone
Records thy deeds or lauds thy name.
Yet rests secure thy future fame.
Type art thou of that elder seer,
Who, with prophetic vision clear,
Sailed out to solve the mystery
That lay beyond the curving sea,
And sowed the seed whose bloom should be
The *Mayflower* bloom of Liberty!

CABRILLO

Intrepid one, who dared to pioneer,
To brave a distant sea unplowed of keel,
Along an undiscovered shore to feel
The way; among uncharted shoals to steer
The deckless, pigmy ship *San Salvador;*
His foot the first to tread this Western world;
His sovereign's flag the first to be unfurled
Along a thousand miles of golden shore.

—*Merle J. Rogers.*

AT SAN DIEGO BAY

Here first on California's soil,
Cabrillo walked the lonesome sands;
Here first the Christian standard rose
Upon the sea-washed Western lands.

—*Madge Morris Wagner.*

WHO WAS CABRILLO?

Who heard the ringing of Cabrillo's bells
Where naught but lonely breezes breathed before?
Who saw the magic lifting, quickened swells?
Three frightened wild men leaped along this shore—
The first to greet those stately caravels,
"Victoria" and high *"San Salvador."*

—*Winifred Davidson.*

LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library

Creating a True Library Atmosphere in the School Library.

BY MRS. ELLA PACKER MORSE,
Librarian, Colusa County Library.

"IT WAS the smallest house for miles about and rather queer as to chimney and shutters, but it had a twisted thorn tree growing beside it and a lilac bush at the door, and that is far more important, especially in spring."* It may be the smallest school house for miles about, and may be rather queer as to chimney and shutters, but it can have a library corner which is useful and attractive and which is very important to the pupils and the teacher.

This can be accomplished at a very small cost. Forty pound lug boxes, also known as number six picking boxes, or prune boxes are admirably adapted to making sets of shelves for library corners. They may be used in their made-up form (children in the fruit sections will enjoy bringing them from home) or purchased in their knocked down state as box shook at the lumber yard.

If the complete boxes are used the only carpentry that is needed is the nailing of sufficient lath strips on the back to hold the stack of boxes firmly together. The appearance of the completed shelves will be improved by removing the top cleats from the ends of the boxes before arranging them. The boxes for the shelves may be stacked on a row of similar boxes turned bottoms out. The shelves are a better height if not placed directly on the floor.

If made-up boxes are not available the box shook is very easy to assemble. Fewer sides and ends will be needed than if boxes were to be made, hence for a set of shelves consisting of three boxes for the base, three placed horizontally on this base to make the first row of shelves, and two placed horizontally with one in a vertical position between them to complete the case, eleven ends, thirteen sides and eighteen bottom strips will be needed. This amount of selected box shook, which is knot-free, will cost about one dollar and a half.† If smaller cases are desired the base and first row of shelves may be made of two rather than three shelves, and one horizontal and one vertical box used for the top row. Of course, if funds are available, shelves made according to approved library specifications may be purchased or built by a carpenter.

The cases may be stained to match the desks in the room or painted bright colors. Chinese red shelves with black or gold trim, black shelves with orange, red or green trim, green shelves with lavender or a darker green trim are all attractive.

To shut the library corner off partially from the rest of the room, to make it a separate domain, the pupils can also make an inexpensive screen. The simplicity or elaborateness of the screen will depend on the carpentering ability of the children and teacher and the material available. Laths may be used as a foundation, though a heavier lumber is better. The frame may be painted the same color as the bookshelves. A neutral shade of burlap makes a good cover. The screen need not be large, since its purpose is more to indicate than hide.

A low table and chairs are desirable in the library corner, but if space does not permit the books may be carried to the desks for use. Fifteen-pound lard tubs or mincemeat tubs painted and trimmed to match the shelves and finished with cushions will take the place of chairs if it is not possible to have them.

Thus for a very small outlay the materials and by pupil participation the physical setup for an attractive library corner can be provided which will be adequate for a one-room school, or for the rooms of the smaller town schools.

In schools served by a county library a central library in every school of three teachers or over seems desirable both from the standpoint of the county library serving the schools and the children being served. The material goes farther by being in a main library room rather than divided among the numerous classrooms. There is such an overlapping of need for the same books, due partly to the course of study and partly to the reading ability of the pupils, that it is more economical to take the children to the books rather than to supply duplicate copies to the various classrooms. It also eliminates the tying up of sets of encyclopedias in one classroom when they should be available to the whole school. And of equal importance is the fact that by setting up a central library a more nearly true library situation can be attained.

Here again elaborate rooms or equipment is not necessary. On pages twenty-nine to thirty-two of the Library in the Elementary School are to be found library standards to be followed in the arrangement of library rooms and in the selection of equipment. This is a splendid guide not only in the selection of new equipment, but also in the adapting of old furniture at hand.

Thus with books more readily accessible to children, nearer physically, the children are much more apt to become better acquainted with them and make them their friends. "I have friends", said Petrach, "whose society is extremely agreeable to me; they are of all ages, and of every country. They open to me the various avenues of all the arts and sciences, and upon their information I may safely rely in all emergencies. In return for all their services, they only ask me to accommodate them with a convenient chamber in some corner of my humble habitation . . ."

One does not have to have an expensively furnished library to have a real library atmosphere any more than one has to have an elaborate house to make a home-like atmosphere. The quotation "Our little house is a friendly house" should apply to the library regardless of whether it is merely a cheap set of painted shelves in the corner of a one-room school or whether it is a real library room with oak or steel furniture in a large school. The library should be a pleasant and inviting place with books easily accessible on low shelves.

It should be attractive and interesting to the children, and they should be the ones, under teacher guidance to make it so. The

* Rachel Field. Polly Patchwork. Doubleday, Doran & Company.

† For another arrangement of these boxes for shelves see the illustration on page 7 of The Library in the Elementary School. State of California Department of Education Bulletin, No. 18, September 15, 1935.

"Pioneering again"

RUGG AND KRUEGER

Social Science Series

Elementary School Course

"Harold Rugg is pioneering again, giving to the American teacher and to the curriculums of our schools new, live, and distinctive material which is designed to provide the student with a greater comprehension of the world in which he lives. If there are to be any hosannas for the latest model curriculums, now removed from complete concentration on skills and mental processes, they should be sung for Rugg who first led the way with his 'Social Science Course for Junior High Schools' and continues his theme, 'Social Science Course for Elementary Schools' with eight books designed for elementary grades, commencing with the third grade."
Montana Education.

With stories dramatically told and strikingly illustrated, these new books provide a challenging new social-science curriculum for the elementary grades. For full description send for circular No. 723.

GINN AND COMPANY
45 Second Street
San Francisco, California

first factor in making and keeping a library inviting is good housekeeping. Good housekeeping is essential to the attractiveness of the library. Like the cottage in which Hans Brinker lived, it should be clean as clean. The books should be arranged neatly on the shelves. If the backs of the books are even with the front of the shelves the general appearance of the room will be neater.

Then there are these things which do much to create a pleasant atmosphere and keep the library or library corner alive, flowers, pictures, bulletin boards and exhibits. A bouquet of flowers, well arranged in a suitable container, helps to make the library attractive and inviting. Unless the room is large a rule of one or not more than two vases or bowls of flowers at a time is safest from the standpoint of simplicity and good taste. As with many of the other duties of the library, a committee of pupils, changed at regular intervals during the term, can take care of this part of the library decoration. There are many good books which will aid the teacher in guiding the children in flower arrangement.

One of the most recent is "New Flower Arrangements" by Mrs. Walter R. Hine. Among the chapter headings in this book is "Weeds—and Material Not Often Seen in Arrangements," which as the heading suggests, calls attention to the fact that it is possible to create a beautiful bouquet from the commonplace things at hand. As to containers for the flowers, the ordinary porous flower pots with a watertight tin inside, flat coffee cans and plain glass jars painted such suitable colors as a not too bright green, black, white, not too gaudy orange, a soft blue or brown without any design or trimming will answer nicely if vases and bowls of simple and attractive design are not available. A plain wooden chopping bowl filled with gourds or fall vegetables such as peppers, eggplant and squash can be artistic and colorful.

The pictures for the library should be wisely selected and should be changed frequently. In choosing pictures for the library it is well to remember that young children like those which are simple in outline, which have broad stretches of flat color and which show motion. For this reason the Cizek prints appeal to them. They also like the Mother Goose figures and pictures but these should not be used too often if the group includes older children as they feel they have outgrown them.

A good rule to follow in selecting pictures for the library is to limit the choice to those which appeal particularly to children, those who have some connection with books and reading such as Alma-Tadema's "A Reading From Homer"; Spitzweg's "Book Worm"; Alexander's "Pictograph" and others in that series; Shannon's "Fairy Tales"; Bacon's "Little Old Man of the Woods." Representative of the hero pictures that children like are Watts' "Sir Galahad"; Abbey's "Galahad the Deliverer" and his "Oath of Knighthood"; Bastien-LePage's "Joan of Arc"; Millais' "Boyhood of Raleigh." Suitable seasonal pictures such as the Madonna pictures at Christmas time are interesting to the children.

With the exception of suitable pictures and an occasional bouquet or plant only those things which have some connection with authors or books and reading should be used for the decoration of a library corner or library room. In this connection and in hanging pictures and posters, to quote Mrs. Frances Clarke Sayers, "there is nothing so decorative as quite a lot of space."

The bulletin board is a splendid aid to the teacher in creating an interest in books and reading and the library. Here a few jackets of new books may be displayed or a picture of an author or clippings about books and authors posted. Pictures or clippings of current events which have some connection with a book in the library or which may lead children to turn to the books for further information may be used.

Material is suggested in the "Children's Almanac of Books and Holidays," compiled by Helen Dean Fish, published separately in pamphlet form and also included in the "Junior Book of Authors" which, to quote the author, "will prove useful in library and school-room as a reminder of birthdays to be celebrated and books of special significance for the seasons." Elizabeth Coatsworth's "The Sun's Diary—a Book of Days for Any Year" suggests poetry for the different days which the teacher may wish to call attention to as also does Annette Wynne's "For Days and Days."

Work by the children, such as original poems and book reports may be displayed on the bulletin board. Recently on a library bulletin board I saw two spatter prints done in green on yellow paper of a branch of eucalyptus. One child had mounted his with the poem "City Trees" by Millay under it and the other had used "Who Has Seen the Wind?" by Rossetti. This sort of thing leads children to the poetry collections.

Bulletin board material should be neatly and artistically mounted. It is more economical to pin the material rather than to paste it to the mounts, thus making it possible to use them many times. Not too many items should be displayed at a time.

Toys, such as foreign dolls to call attention to stories of their homelands, a painted clay pig displayed with Morrow's "Painted Pig," or small porcelain figures suggested by the Dorothy Lathrop illustrations used with books containing those illustrations attract children to the books. However, the main stock of these should be held in reserve and only one or a few displayed at a time.

A luxury which a Parent-Teacher Association might provide that would give joy to the children who love fairy tales and be an incentive to those who have not yet become interested in them is "An Anciente Mappe of Fairyland," published by Dutton and described in "Children's Stories" and "How to Tell Them," by Bone. If this map is placed under glass on the reading table it will be readily available and a constant source of interest.

So in thinking of the factors important in creating a true library atmosphere for the school library which will make it an inviting place, a place for the children to enjoy books, one realizes that it is not created by the books and equipment alone, or by the librarian or teacher alone, or by the pupils alone, but by all together with such intangible things as order, appreciation of beauty and enthusiasm thrown in.

CONVENTION OF CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

The California School Trustees Association is announcing its sixth annual convention, to be held on September 7 and 8 at Ventura, in the girls' gymnasium building of the junior high school.

The purpose of the convention is to discuss and formulate a legislative program before the state legislature convenes for the 1937 session. Some of the points to be discussed are: the work of the association, the tax situation, safety education, visual education, pupil guidance, communistic problems in the schools.

On Monday at the general luncheon session, the speakers will be Superintendent Kersey and W. K. Cobb, Superintendent of Ventura County. Other well-informed speakers will address the convention on the topics listed and discussion will be led by trustees from different sections of the state. Exhibits of special interest to trustees are arranged.

Attendance from all parts of the state is expected. The membership is constantly growing, and great interest is evidenced in preparing a legislative program for the 1937 state legislature.

The following news notes are from the bulletin of the California School Trustees Association:

"More than the usual number of county superintendents will hold trustees' institutes during the fall months. This will enable trustees to participate in discussions with other educational groups on legislative needs, as well as afford superintendents an opportunity to submit their programs for 1936-37 activities. This association will continue to maintain its 'speakers bureau' and can provide well informed speakers at very short notice.

"San Joaquin County unit deserves special mention in this issue of the bulletin as it was the first unit to achieve membership in this association of 75 per cent of the school districts in the county. Fine work has been done by this unit under the leadership of George Ohm, president, and E. C. Skinner, secretary."

CALIFORNIA COLLEGE OF ARTS AND CRAFTS
(Formerly California School of Arts & Crafts)
FALL TERM JUST OPENED
PROFESSIONAL training for congenial life work in advertising art, illustration, costume design, interior decoration, the fine arts, and teaching art in the schools (state accredited course). The Bachelor's degree is granted in Fine Arts, Applied Arts, and Art Education.
SPECIAL after-school art class for teachers. Also special evening classes in the arts and crafts. Saturday morning art classes for children and adults.
Write F. H. Meyer, President, for Catalog.
Broadway at College Avenue
Oakland, California

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 Crocker Building, GArfield 1346
Residence: 450 17th Avenue, EVergreen 1560
San Francisco, Calif.

WESTERN SCHOOL NEWS

CONGRESSMAN HENRY E. STUBBS has introduced a bill designating the Sequoia tree of California as the national tree of the United States. The bill was introduced following the completion of a two-year poll of the country, made by the National Life Conservation Society, which found that the Sequoia (*Sequoia Gigantea*) is the ranking favorite among tree lovers for national designation.

The poll, according to Mrs. Charles Cyrus Marshall of New York, president of the National Life Conservation Society, resulted in votes being cast for seventy-five different trees. Sequoia received 788,117 votes. The elm was second with 754,756, and the pine ranked third with 666,667 votes.

JOHN GILL, District Superintendent of Schools in Redwood City, did some extensive driving this summer with a time limit of two weeks. He and his family took in Yellowstone and Glacier Park and Banff, returning by way of the Columbia Highway.

Mr. Gill found so much response to the part-time work in orchestra and band last year that he is putting in Ronald Spink as band and orchestra leader. It is to be full-time work. Last year the high school orchestra leader put in part time with the seventh and eighth grade students. The intermediate grades were so impressed with the work of the seventh and eighth grade students that they wished to have a band of their own. Mr. Spink is a graduate of the San Jose State College. Mr. Gill reports a slight gain in average daily attendance over last year and is expecting an increase in the coming year.

THE fourth successful supervised recreational program (summer months only) sponsored by the Bakersfield City Board of Education, is in progress. Started in 1932 when no other community recreational facilities were available, the project has grown each year and as citizens have realized the value of such supervision other agencies have become active. One development has been the organization of a county-wide recreation commission, sponsoring evening baseball games throughout summer months. Another is supervision of recreation in city parks—community skating nights—community evening programs, etc.

Thought has been given to the pleasure of groups in different parts of the city, and use is made of school buildings which are advantageously located. The day program consists of arts and crafts, supervision being given by teachers trained in this type of work; quiet games, story plays and rhythmical activities occupy other groups. Evening baseball leagues have been organized on an age-weight-height basis. This has made it possible for the children of grammar school and high school age to enjoy the competition which is usually available only to adults. Juvenile delinquency has shown a marked decrease, and interest in worth-while recreation is more widely evidenced than ever before.

ONE OF THE RAPIDLY growing residential and industrial communities of Kern County is that section lying north of Bakersfield known as Oildale. The Standard School has an enrollment of around five hundred boys and girls, and offers a complete elementary program, including excellent courses in music, domestic science and manual arts. Under the leadership of Norman H. Farnham, for several years District Superintendent, two new buildings have been added to the plant, the newest one being a fine auditorium with seating capacity of more than nine hundred. This building is being constructed under a 45 per cent federal grant, and will be ready for occupancy during the late fall. Complete facilities are being installed for motion pictures, with sound equipment, and the total outlay will be in the neighborhood of $120,000.00.

H. H. CORNICK, District Superintendent of Schools and principal of both the elementary and the high school, has a very up-to-date plant in Davis. He is at present rebuilding the grammar school according to the earthquake code. This was done after requesting a survey by the State Department of Architecture.

The grammar school building, which was of hollow tile bearing walls, is being replaced with wood and stucco. The auditorium is entirely rebuilt. Here the trusses, formerly fourteen feet apart, were replaced by a slightly lighter type two feet apart. The interior improvements included individual lockers for social studies and activity work. The kindergarten was enlarged; the interior of the whole building was repainted. Cork board is replacing the blackboard, and additional book shelves were placed in each classroom.

About $32,000 is being spent in reconstruction. Of this, the PWA is furnishing about $13,000. A $19,000 bond issue was voted fourteen to one to carry on this reconstruction.

There are about three hundred children in the elementary school and one hundred and forty in the high school. Since the foundation of the high school, nine classes, have graduated. Gordon H. True, formerly professor of animal husbandry, in the Davis branch of the University of California was one of the men who worked most earnestly for the formation of the high school. Davis students, prior to that time, had been sent to the Woodland High School.

Mr. Cornick came to Davis as District Superintendent, to work on the organization of the high school. He was born in San Francisco where he completed his high school education, going from there to the University of California. While in the university, he enlisted in the naval reserve, returning when the war was over to complete his work at the university, changing his course to education and administration. Upon graduating, he took a position in the Alameda High School as teacher of history, Spanish and English. While teaching, he took his M.A. degree at the University of California. Mr. Cornick carries on a modern program in both the elementary and high school. He has put over three bond issues and three building programs during the time that he has been in Davis. It is interesting ot note that he is adopting the plan this year of moving all mathematics up one year in the high school. Beginning algebra will now be in the sophomore year. Eighty per cent or more of the Davis graduates go on to college. All students are urged to take typing no matter what their course. College preparatory students are urged to take a year of typing for their own use. The high school course is a basically academic and well-rounded cultural course. Students going from here to business college make high records as well as the college preparatory students.

In memory of Doctor True, the school has a large silver cup called the Gordon True Service Cup. Award is made every year to a boy and girl who are outstanding in these characteristics: "loyalty, citizenship, service." The award is made on merit only; and if no one qualifies, it is not given. This year it was awarded only to a boy by the name of George Harold Crum. Unfortunately no girl was sufficiently outstanding to receive the honor.

The school also has a Rotary Club scholarship cup which award is also made only for outstanding scholarship; some years no award is made.

MISS ELLA WHITTLE of the Oroville Public Library has recently had remodeled into a children's library an old room which was formerly a lecture room. It seemed an impossible task, but it has been made into delightful and attractive quarters for a children's reading room. It is in the basement, but only slightly below the surface and has large windows as well as a lovely old fireplace. Miss Whittle and her children's librarian, Miss Emma Bierwagen, have managed some very artistic results with old furniture and old glass cases which contain attractively arranged exhibits of interest particularly to the intermediate grade children. The three roomy display cases were accomplished out of one very old and very large case that had not been in use for many years. A separate entrance to the children's room is also an added convenience. All of the labor was done by WPA, but was overseen carefully in all the details by the two librarians. The new catalog case and a few new chairs were the only expenditures with the exception of lots of fresh and gay colored paint. The Oroville Public Library children's room is certainly an example of a little money going a long way and achieving usefulness and attractiveness.

YOLO COUNTY has this past year carried on a remedial reading program. Tests were given throughout the entire county at the beginning of the fall term. Schools were tested again at the end of the spring term. Marked improvement was made in reading and individual difficulties were discovered, such as eye difficulties and lack of reading readiness. Mrs. Eleanor K. Bandy, County Superintendent of Schools in Yolo County, and her supervisor, Miss Emily Rothin, are carrying on a progressive program checked by individual tests. Mrs. Bandy having had much actual teaching experience is aware not only of the teachers' problem but of what they should be able to accomplish. Miss Rothin was rural supervisor in Plumas County before coming to Yolo County.

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 MARKET STREET

(Next to California Theater)

ECHOES OF THE PORTLAND N. E. A. CONVENTION

By ESTELLE CARPENTER

[Editor's Note: Echoes still come to us of the 1936 session at Portland of the National Education Association. Superintendent Kersey has reported the high lights for us, and the widely published program has given us the impressive list of speakers and their themes. One new side light comes to us—"music and roses" at Portland—most appropriately from the report of San Francisco's music supervisor. Estelle Carpenter, the first woman life member of the N. E. A. on the west coast. Miss Carpenter also reports some details of special interest to Californians.]

The National Education Association meeting of 1936 will long be remembered as it was held in the wonderland of the North, whose jewel, the City of Roses, Portland, welcomed the thousands in attendance with open arms. Everywhere, through the distribution of roses and cherries at the hotels and at meetings, the hospitality of the Portland citizens and educators was shown.

The bracing breeze, crystal air, sunshine everywhere, the glimpses of the Willamette River, the wooded hills, the serene snow-covered Mt. Hood and other lofty peaks rising to majestic heights over the city will always bring inspiring memories.

The opening night was an experience to dream over. The Portland Philharmonic Symphony gave a concert under the stars in the Multnomah stadium where thousands listened breathlessly to the harmony of eighty professional musicians under the baton of the distinguished English Conductor Basil Cameron, who not so long ago conducted the San Francisco Symphony Orchestra. This concert was the gift of the citizens of Portland. It was a wonderful night.

The next morning at seven o'clock the California breakfast with Frank Henderson ably presiding, was an outstanding event. Superintendent Vierling Kersey, Chancellor Hunter, secretary of the N. E. A., Willard Givens, and John Sexton dispensed sunshine smiles, and Roy Cloud and Archie Cloud, Vaughan MacCaughey and Mrs. Florence Hampton radiated California spirit. It was an interesting experience to sit next to Superintendent Orville C. Pratt, the incoming president of the N. E. A., at the breakfast. He was then an aspirant to the position and he and his opponent, Doctor William H. Holmes, gave short interesting talks, introduced by Honorable John Brady, Deputy Superintendent of Schools of San Francisco.

It was a thrill to listen to those hundreds of Californians sing, "I Love You, California," under the direction of Arthur Corey.

The life membership dinner was a great occasion on the Monday night of the convention. The music for the dinner was entirely given by the delegates from Hawaii, who sang delightful Hawaiian songs and dispensed leis of roses to President Samuelson and all honored guests.

The garden party given by the Portland grade teachers on the lawns and terraces of the beautiful home of Phillip Jackson, overlooking the Willamette River, was like stepping into a lovely fairy story. A continual performance of music and dancing was given on the terraces and refreshments were served on the lawns. Thousands attended and were furnished with automobile transportation by citizens of Portland.

The department of classroom teachers of the National Education Association gave a banquet where a thousand guests dined and listened to speeches by their president, Mary Calvert Ralls, and Richard Montgomery, lecturer. A remarkable pageant was presented, called the "Visions of the Oregon Trail," in which songs and dances were given. The distinguished Superintendent of Schools of San Francisco, Major Joseph P. Nourse, attended this dinner with some hundreds of Californians, among whom was Miss Miriam D. Eisner of San Francisco, past president of the department of classroom teachers.

At many of the meetings interesting vocal and instrumental music was provided by William H. Boyer, supervisor of music of the Portland schools. The grade teachers' chorus under his direction gave interesting selections at an evening general session and at the dinner of the department of classroom teachers.

The luncheon meeting of the music section of the N. E. A. at the Multnomah Hotel was presided over by Ethel M. Henson, president of the Northwest Music Directors Conference. About a hundred people attended the luncheon and during the session musical numbers were furnished by Robert B. Walsh who presented a splendid boys' quartet, girls' quartet, violin ensemble and soloists.

At the close of the session there was a business meeting and I nominated Robert B. Walsh for president for the music section of the National Education Association. Mr. Walsh was unanimously elected and Miss Henson adjourned the meeting after calling on a showing of numbers of members from the various parts of the United States.

NEW PLACER COUNTY LIBRARY

The board of supervisors of Placer County have voted unanimously to establish a county library. Both the reading public and the schools should rejoice over this forward step. It means entertainment and growth for adults as well as school children.

The individual school library has been developed to a high degree in Placer County. Portia Moss, County Superintendent of Schools and member of the State Curriculum Commission, and her rural supervisor, Arta Bradt Flood, have stressed the library background for social studies and reading throughout the county.

Under Mrs. Moss' administration, Placer County has developed one of the most progressive rural school systems in the state. The activity program was tried out and gradually introduced into the schools. Constant check up is made so that balanced and thoughtful progress is secured in accordance with the newer and nationally accepted educational programs. The Placer County schools which have achieved so much without a centralized library are looking forward to the formation of a county system whereby the large libraries they have developed individually may be circulated and new books may be added.

The California County Library system is one of the most progressive methods functioning today in the United States for providing a variety of books to the people. Those of us who make use of the libraries both for business and pleasure appreciate the effective and exhaustive effort to which our local county librarians will go to secure data for us and the unfailing response of the state library to provide through the county the material which cannot wisely be purchased by a smaller unit.

It is with regret that we see a few schools in California withdrawing from the county libraries. These schools will spend a very considerable amount of energy and money to build up libraries whose use will be limited to a group of perhaps ten to twenty teachers. If the same energy and money were spent in co-operation with their county library, the variety of material available would be far beyond the possibilities of the local school library. The books they will buy which they'll wish they hadn't—or that the next teacher won't use because she has another favorite—will gather dust and in time still have crisp, new pages *and* a ten-year-old copyright date! In a county library these books would have moved on to a teacher whose favorite they might be, for there is no good book that is not some teacher's first choice!

The county library has achieved unmeasured good for the schools. It is to be hoped the formation of the Placer County Library will invite an investigation on the part of principals and district superintendents who are considering withdrawal from their own county system. Before withdrawal, careful study should be made of the situation, particularly in relation to improvement of co-operation between the teachers and the library in order that the teaching staff may secure the full measure of service which is possible through our nationally recognized county library system.

SUMMER SESSION ENROLLMENT AT S. F. STATE TEACHERS COLLEGE

The San Francisco State Teachers College reports an enrollment for their summer session of 1199 students, with out-of-state students numbering 111. Of the western states Washington contributed the largest contingent, 26, and Nevada the second largest, 19. From Idaho came 14, and 16 from Oregon. The relatively large enrollment from Nevada, whose school population is the smallest of the western states, reflects favorably upon the ambition and energy of her teachers. These data were sent us by Mary A. Ward, director of the summer session. Among the instructors in the demonstration school were Miss Lynda Yageman, rural supervisor of Contra Costa County, Miss Aneta Beckman, Mrs. Clara Moore, Miss Lorraine Walsh of the San Francisco school department. Among the visiting faculty were Doctor Frank Thomas, president of the Fresno State College, and Mrs. Jessie Williams, Chico State College, whose courses were among the most popular of the session.

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
Phone: SUtter 2980

EMMETT BERRY, NEWLY ELECTED SUPERINTENDENT OF SCHOOLS, PORTERVILLE, CALIF.

THE ELECTION of Emmett Berry from the district superintendency of the La Habra schools to the superintendency of the Porterville grammar schools was one of the important changes in administrative school personnel this past summer. Mr. Berry succeeds Charles E. Bigham, who has completed thirty-two years of school work in Tulare County, the last twenty-seven of them as head of the Porterville system. Mr. Bigham will continue in the Porterville schools as principal of the Vine Street School.

The choice of Mr. Berry for the Porterville position is more than just the change of an administrator from one position to another. The choice was the recognition of a school man who was a native of the San Joaquin Valley and of one who had gone through the Porterville Elementary Schools and had graduated from the Porterville High School.

Emmett Berry, Porterville.

Mr. Berry was born and reared in Kern and Tulare counties. He was the son of old pioneers of Kern County. He comes naturally by his bent toward education, for his father was Superintendent of Kern County schools in the early nineties.

Mr. Berry's educational career started with two years of teaching in the rural school in the little mountain town of Kernville in Kern County. Then followed an introduction to world affairs in the United States army with eleven months spent in France during 1918 and 1919. On returning to California, Mr. Berry was elected principal of the Beardsley School, near Bakersfield, where he was in charge from 1919 till 1924. Then came two years as principal of the El Modena schools in Orange County. From this position, Mr. Berry accepted the district superintendency of the La Habra schools, a position he has just relinquished after ten years of service.

In the Orange County school system Mr. Berry is rated as a progressive of modern education, who, however, does not lose sight of the fundamentals. At La Habra, Superintendent Berry stressed physical education, health, and development of playground work. He was widely known among the school men of Southern California and has taken an active interest in American Legion work. For five years Mr. Berry was a member of the Orange County Board of Education.

At Porterville Mr. Berry will have charge of an excellent system comprised of six schools. Porterville is a town of more than 6000 population and is one of the most prosperous in Tulare County.

CURRICULUM SHIFTS IN NEW YORK

In view of the present interest in curriculum study and reconstruction, the following tabulated figures are of immediate interest. The figures and the comment are quoted by the San Francisco Public Schools Bulletin from the report of the New York State Educational Department.

Shift in Studies

Shifting emphasis in the curriculum is seen in the following table, which shows the comparative per cent of secondary (four-year high school) pupils studying various subjects in New York State schools in 1919 and 1934.

Subject—	1919	1934
English	84.2	91.7
Latin	32.8	15.9
French	27.2	27.3
German	5.8	6.1
Spanish	17.4	7.9
Mathematics	58.2	46.8
Science	62.5	64.8
History	32.2	37.4
Civics	19.6	24.3
Economics	1.2	5.7
Economic geography	2.9	7.5
Bookkeeping	15.9	12.6
Commercial arithmetic	11.5	7.0
Shorthand	10.1	12.7
Typewriting	14.1	20.9
Drawing	43.8	34.3
Music	28.1	17.7
Home economics	7.8	7.6
Agriculture	.9	.8
Industrial arts	5.7	6.3
Technical courses	*	1.9

* Included with industrial arts.

In 1919 approximately one pupil in every three in the secondary schools in this state was enrolled in Latin. In 1934 the enrollment in Latin had changed to approximately one pupil in six. The per cent enrollment in French during this period remained relatively constant.

"The trends to be observed in mathematics and in science may well be considered in relation to each other. In 1919 three pupils out of every five in the high schools of the state were enrolled in mathematics and a like number in science. There was practically no change in this situation relative to mathematics and science between 1919 and 1927. Since the latter date, however, the per cent of pupils studying some form of science has shown a continuing growth, while the enrollment in mathmetics is now less than 50 per cent of the high school group.

"Even the non-selective groups in our cosmopolitan high schools find in science an interesting and valuable subject of study and recognize in it a growing relationship to social and economic life. And the social studies have shown a still greater increase —history, 5.2 per cent; civics, 4.7; economics, 4.5, and economic geography, 4.6."

BURLINGAME SCHOOLS

Doctor Lester D. Henderson, Superintendent of the Burlingame Schools, is planning to organize a school library at the Central School which will circulate texts and library books throughout the city. Mr. Henderson has engaged Miss Mary Schindler, who has been working in the Burlingame Public Library, to take charge of the school library. She is a graduate of the University of California and spent the summer at the University of Southern California taking a course in librarianship. Mr. Henderson plans that supplementary texts and library books will be circulated throughout the six quite large schools which make up the Burlingame system.

The McKinley School auditorium was examined some eighteen months ago, and on the strength of the findings of the state architectural office it was condemned. This summer work was done to meet the new earthquake requirements, and the building will be available this fall. The fact that it has been out of use during these eighteen months has been a great handicap particularly in the field of student activities

Lester D. Henderson, Burlingame.

Burlingame is one of the most delightful towns in California, and it is growing fast. One hundred and fifty new homes are being erected at the present time; it has a population of twenty thousand people and six modern school plants of which the McKinley is the largest.

Superintendent Henderson was for some years at the head of the Alaska school system. He served first as Superintendent of the Juneau schools. In 1917 he was appointed the first Commissioner of Education for Alaska. He organized the school system for the entire territory and remained in that position until coming to Burlingame in 1930.

Last year Superintendent Henderson received his doctor's degree from Stanford University. His dissertation subject was "The Development of Education in Alaska from 1867 to 1931." He has done graduate work at California and Columbia as well as at Stanford and has written and lectured extensively on the history, geography and social conditions of Alaska.

SUMMER COLLECTION ON THE EDITOR'S DESK

During the vacation days an impressive heap of letters, pamphlets, and reports, on themes pertinent to the work of educators, has been piling up, waiting to be "panned out" for such shining grains as may catch the eye of the busy teacher, home from the holidays, already swamped with the work of the new term.

From our state office: A reminder that "An Educational Platform for 1936," by Dean Kefauver, outcome of the "Stanford Conference on Curriculum and Guidance," is worth careful study. (See Western Journal of Education, July, page 7.) The report of Helen Heffernan and Gladys Potter, chief and assistant chief, division of elementary and rural schools—a real nugget solid with useful discussion of current books and bulletins—"Teachers Guide to Child Development in the Intermediate Grades," bulletins on art, music, and science, and other publications of the sate; books and other materials from various sources; suggestions for one-teacher schools; reports of various state committees. July report of the State Department to the Governor's Council, especially pages 5 and 6—a shining flake of hope, regarding the present situation of teacher employment, and in the June report, a comparable bright item regarding teachers' salaries.

From the California headquarters of the United States Forest Service comes a report regarding the regional CCC, another pleasant piece of reading. Analysis of the post-enrollment activities of former members of the corps show a gratifying percentage employed in desirable jobs as the result of their corps training. The CCC has won a recognized place as a part of our educational system. Its methods and its achievements will henceforth command the attention of fellow educators.

Radio and its relation to educational procedure is a subject discussed in a release from the Department of the Interior, Office of Education, "New Service Announced for Broadcasters and Educators," by John Studebaker and James W. Baldwin, managing director of the National Association of Broadcasters. Details of the project are given in another report, "Airways to Learning," from the same office.

On the related subject, the films, is a news item from the department of secondary education of the N. E. A., "High School Teachers Department at N. E. A. Convention Meets in Theater to Demonstrate Critical Discussion of Photo Plays." Radio and films—educators can't ignore them!

Vocational training as a means to the reduction of unemployment is discussed in releases from the United States Office of Education of the dates July 2 and June 26. On the same subject is a report, dated July, from the vocational department, Detroit public schools. This is of great interest. It summarizes the efforts of school authorities and representatives of the great industries of the city to cooperate in an effort to supplement school work by a study of the crafts. The same theme, the tie up of the schools with the business and industrial life of the community, is discussed in a release from "The Commercial Placement Council," 280 Broadway, New York City.

Librarians will be interested in the August 12 release of the United States Office of Education, "New Library Service in United States Office of Education."

BOOK REVIEWS

A Handbook to Literature, by William Flint Thrall and Addison Hibbard. Doubleday, Doran & Co., publishers. Price $2.

A reference book, giving definitions and illustrations of literary and rhetorical terms, in dictionary form, and a chronological outline of English and American literature.

Heroes of the Air, by Chelsea Fraser. Thomas Y. Crowell Company, publishers. 750 pages. Price $2.50.

A compact history of aviation in all its phases, told through the medium of the exploits and achievements of the great aviators who have pioneered the air, beginning with the Wright Brothers, through to the transatlantic flight of the Hindenburg in 1936. There is a fourteen-page chronological table.

"Adventures in Recreation," by Weaver Weddell Pangburn. A. S. Barnes and Company. Price, $.72.

A new book presenting the adventurous field of recreation to the Junior and Senior High School student. Growing up in a society that displays a bewildering array of devices for spending time and energy, young people will welcome this vital information on what the community can offer in leisure activities.

CHILDREN OF MEXICO

Irmagarde Richards and Elena Landazuri
School edition $1.25 Library edition $1.50
223 Pages, 108 Illustrations

Usual Discounts to Schools and Libraries

Our children are introduced to their neighbors south of the Rio Grande through a series of stories. Children of the past, Aztec, Spanish, and Colonial, present Mexico's background. Children in hacienda and city, and in remote Indian villages, present the life and customs of vital post revolutionary Mexico today. The history and geography inherent in the stories are supplemented by topical material, maps, charts, tables and other data. The manuscript was checked for accuracy by members of the Federal Department of Education of Mexico and by members of the staff of the National Museum.

The New York Times Book Review

The authors have succeeded in picturing with considerable vividness both ancient times in Mexico and present-day Mexican life. They evidently know and love Mexico, and their sympathetic appreciation of the country and the people will have its effect upon the child readers in the United States by promoting international understanding and a true neighborliness toward the boys and girls who live south of the Rio Grande. There is a chapter fully describing a Mexican Christmas which children in this country will enjoy reading.

Harr Wagner Publishing Company

609 Mission Street San Francisco, Calif.

A Program for Modern America, by Harry W. Laidler, Executive Director, League for Industrial Democracy. Published by Thomas Y. Crowell Company. Price $2.50.

Doctor Laidler, nationally known as lecturer and writer on social problems, says: "This volume is, in a sense, a political and economic handbook for 1936 and a four-year program of social action on many of the vital problems of the day. America is today engaged in a war against unemployment, destitution, bureaucratic, and autocratic control of industry and against the forces which, if unchecked, may lead us into another war." A meaty, challenging book, of five hundred and twenty-eight pages. Other works by Doctor Laidler, "History of Socialist Thought," "Concentration of Control in American Industry," and "The Road Ahead," a primer of Capitalism and Socialism.

Phrase Origins, a Study of Familiar Expressions, by Alfred H. Holt. Published by Thomas Y. Crowell Company. Price $2.

People are becoming aware of a fascinating sport that might be called "How Come?" or "Phrase Tracing." Do you know the source of your pet expressions?

The origin of several thousand words and phrases is discussed illuminatingly, authoritatively (as far as possible), and often hilariously. Alphabetically arranged, with numerous cross-references, and carefully documented, the book will prove useful to the seeker after knowledge while a certain picturesqueness of expression makes it most enjoyable reading.

The Teaching of Body Mechanics, in Elementary and Secondary Schools. By Ivalclare Sprow Howland, M. A. Published by A. S. Barnes & Co. Price, $2.

Now the teacher in the elementary and high schools has a practical manual that will aid in the organization and direction of a program of body mechanics. The material is so planned that it will fill the needs of ordinary school situations and also it is readily adaptable to varying age groups. The progressive lessons plans are adapted to all-age groups to enable the teacher to put this material to immediate use. This text is divided into four parts, as follows: "Introduction to the Teaching of Body Mechanics," "Activities in the Body Mechanics Program," "Discussion of Units by Grades," and "Suggested Lesson Plans."

Rhythm Book, a Manual for Teachers of Children. By Elizabeth Waterman. A. S. Barnes & Co., publishers. Price, $3.60.

This book presents the function relationships between rhythmic movement and rhythmic expression in various art forms, and suggests how to bridge the inter-departmental barriers which prevent a natural unity in the child's understanding of rhythm. It shows the vast potentialities of integrating the child's rhythmic experience by teachers of subjects which formerly were considered unrelated, such as music, drawing, physical education, pre-school kindergarten, and elementary education. "The child's early rhythmic experience should not be toward expert-

ness in the dance or music, or painting, or sculpture; but experience in movement-terms of the rhythmic elements he can understand which underlie all of these forms."

"MODERN-LIFE SPELLER," by Fred C. Ayer, E. E. Oberholtzer, and Clifford Woody. Published by World Book Company. Books One, Two, and Three. Price, $.48 each. Grades 2 to 8.

A new type of speller using centers of child interest and activity to further spelling mastery. Its scientific vocabulary is organized on an effective unit plan and taught by means of a tested method. It includes a basal list of 2308 words that make up over 95% of all words used in adult correspondence, and an enrichment list and a supplementary list which offer together 2560 more words chosen because of their frequency in use.

"GOOD ENGLISH THROUGH PRACTICE," by Edward Harlan Webster. Published by World Book Company. Books One, Two, and Three. Price, $.72 each. Grades 7, 8, and 9. "Teacher's Guide and Test Book." Price, $.28.

"Good English Through Practice" is organized on a successful teaching plan to develop ability in speaking and writing correct and effective English. The method and organization of the books provide fully for self-direction, self-help, and individualized progress. Objective oral tests contained in a "Teacher's Guide and Test Book" give the teacher the means for a constant and accurate check-up on the pupil and class entertainment.

THE INSTITUTE OF LIBRARIANS held during the first two weeks of August at the University of Chicago was the magnet which drew Miss Eleanor Stephens east for her vacation. She reports that the series of lectures on related subjects was immensely interesting, given as it was by outstanding economists and sociologists as well as leading librarians. Only the broader policies of the library profession were touched upon, the purpose being to stimulate and create fresh interests rather than instruct.—*From the "News Reel," bulletin of the Los Angeles County Library.*

GEARY THEATER

"ROMEO AND JULIET" opens at the Geary Theater in San Francisco Saturday, September 5th. It is a Metro-Goldwin-Mayer production that should interest English and dramatic high school classes throughout the state. Norma Shearer and Leslie Howard play the name roles.

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery

Main Store — 1120 MARKET STREET, Opposite 7th Street
Branch Store — 825 MARKET STREET, New Commercial Market, Near Fourth Street

Telephone MArket 3303-3304
Specializing in food products for building and maintaining health
Send for Free Catalogue

Over 35,000 teachers belong to California Teachers Association

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service organization which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for meetings and conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, SIERRA EDUCATIONAL NEWS.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments. Through unity comes power to accomplish desired results.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Northern Section
MRS. PORTIA MOSS
Auburn

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Central Coast Section
T. S. MacQUIDDY
Watsonville

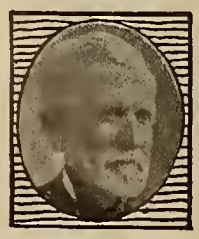
CALIFORNIA TEACHERS ASSOCIATION
State Headquarters: 155 Sansome Street, San Francisco

SAN FRANCISCO
PUBLIC LIBRARY

SEPTEMBER, 19

Public Library,
Civic Center,
San Francisco, Cal.

THE
WESTERN JOURNAL
of EDUCATION



SCHOOLS OPEN AGAIN

By VIERLING KERSEY, *Superintendent of Public Instruction.*

At the close of the school year we very properly take stock of the progress which we have made during the school year and in terms of the stock taking we plan a program for the future. Equally as proper it is that at the beginning of a new school year, we should make somewhat of a diagnosis of the situation that engages us and plan our activities accordingly.

In order that we may be equipped with this diagnosis, we find much help in a review of the educational literature of the summer and of the month of September. A review of the pronouncements, a review of the written expression of the thoughts of leaders, a review of the statement of problems which must be met, are most interesting. Such review I have just made by examination of the current literature which comes to this desk. I find that it is easy to classify this literature in so far as it refers to the immediate problems that confront us at the opening of a new school year. By far the greatest number of articles, editorials and comments have to do with the child. It would appear almost that education during the new school year, 1936-37, actually is marching back to the child.

Public opinion holds second place as it commands the attention of educational writers and it would appear that the concern of educational leadership in connection with this important matter of public opinion and public attitudes is such that our leadership is at the point of admission that without favorable public opinion, the child, so far as his educational birthright is concerned, will probably be shortchanged.

The third heading under which I find our current writers issuing pronouncements as school is about to open, is the heading which I shall style "Immediate Problems in Education."

Let us take just a moment to consider each one of these headings: Back to the child again. Such statements as the following come to mind: Educational leaders today truly believe that we must educate the whole child. If we are to educate the whole child we must give careful attention to the matter of recreation, for the child is a playful, expressive, dynamic being and in recreational activities there is found freest expression for the dynamics of childhood. Recreation must be guided, directed, planned, encouraged and regular. The child's entire self must be protected in the sense that the program of school experiences for the child truly must fashion a complete living experience so that not without the academic, the creative, the recreational, the aesthetic, and the work experiences of life, may the child's education continue.

Some of our teachers express themselves concerning the love of children for poetry, and then right along with the article concerning poetry and child life I find numerous articles dealing with the carry-over of education into out-of-school and away-from-school life situations. I was especially interested to note that several superintendents have opened the school year by having extended discussions with their teachers concerning the topic, "Why Children Quit School." Isn't it timely that at the beginning of the school year we should think of why children quit school? It is interesting to note, also, that there is an accumulation of reasons that usually bring the child to the actual decision. Also it is interesting to note that many children have "quit" school, so far as interest is concerned, long before they have dropped out.

It is exceedingly interesting to note that the shaping of public opinion is very definitely to be more and more the responsibility of teachers. After all the satisfied customer, the child, who carries home a reflection of happy, busy, profitable school-time experience, is our best public relations agent. Then again, too, teachers, principals and superintendents need to be conscious of the fact that the public is reluctant to accept continuously, on faith alone, an educational program. The public wants to understand, it wants to know, it needs to be informed about school problems, child learning, what and why it costs and how value received is assured.

The problems of education come third. Education and the general state of the public mind in the realm is one significant concern of a group of writers. Another group of writers is particularly interested in the matter of improvement of organization and management in the whole structure of public education. Another group of writers believes that now that we are in a process of general recovery there is need for the recovery of professional enthusiasm. I note that some are bold enough to say that the gap between administration and teaching must be eliminated. The "book answer" as the final basis upon which to judge the success of an educational program has been commented upon.

It appears to me that the whole scene of American life offers challenge to education and, after all, I believe our teachers are our pioneers today and every teacher may be a pioneer if he or she can see a frontier. My question to you for the new school year is this, have you a vision of your frontier?

See Page 8

"October Days Long Ago on San Francisco Bay"
By Irmagarde Richards

FARM LIFE SERIES

By JOHN Y. BEATY

Formerly Assistant Professor of Agricultural Journalism
The University of Wisconsin

Three charming books of primary level with photographs of actual farm scenes and products. The pictures of baby animals will appeal to all children.

Story Pictures of Farm Foods

Tells of the foods that are grown or produced on the farm. The material correlates well with the food unit taught in second grade.

Story Pictures of Farm Animals

The book deals with the habitat, food and daily activities of farm animals. Their importance in the life of people both in the city and in rural areas is stressed.

Story Pictures of Farm Work

This, the third of the farm life series, tells the story of the farmer's work—how he cares for his animals, his soil, and his crops.

PRICE 70 CENTS EACH, POSTPAID

BECKLEY-CARDY COMPANY

Western Agency, 609 Mission Street, San Francisco, California

AN ORAL LANGUAGE PRACTICE BOOK

By MABEL VINSON CAGE

LIST PRICE $.90

A drill book for oral language practice based on the theory that unless correct usage is on the tongue's end, it is not functioning. A child will write "Yes, I've seen him, he's gone down the street" a hundred times correctly, but meet him in the hall and he will *say* "Sure, I seen him, he's went down the street." Our author contends that had he *practiced that sentence orally* he would have been more likely to *say* it correctly. Perhaps ninety per cent of our use of language is *oral,* therefore the establishment of the correct language pattern must come through *training* the *tongue* and *ear.*

This practice book provides a unique device *for testing individual oral language usage.* It provides drills for establishing a correct language pattern followed by Cumulative Habit Tests.

No rules of grammar are given. The book is designed to establish *patterns* of *speech* through *ear training* rather than by rule. Over 1300 test sentences. Key sentences and a score sheet are provided.

An Oral Drill Book for use in Grades 5 and 6. May be used for slow groups in Junior High Schools.

Harr Wagner Publishing Company

609 Mission Street : San Francisco, California

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.

Drive into our garage, Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO

230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLII, No. 9 SAN FRANCISCO, SEPTEMBER, 1936 PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

AN AUTOMOBILE ride of two weeks and in rapid review have been the sight of San Francisco and its San Francisco-Oakland Bay Bridge nearing completion, Wilshire Boulevard, Los Angeles jammed day and night with motor traffic, ships of the navy off Long Beach, California, San Diego in an early morning haze, Brawley and El Centro in the cool of a summer day at 115 degrees, the sand dunes this side of Yuma, Arizona, and the process of checking out of California into Arizona with the temperature seemingly cool at 110 degrees in the evening glow. The heat of Phoenix at eleven o'clock at night. Full moon over Arizona and New Mexico as one hies toward Texas and El Paso. The blackness of ripening dates in the Imperial Valley, the greenness of irrigated cotton in the Salt Lake River Valley, the poverty of the homes of the Mexicans and Indians as one rides through Arizona and New Mexico. The oasis that is about Las Cruces, New Mexico, as one comes down off the New Mexico plateaus. El Paso at night a veritable mad-house of pleasure activity and color. The long ride through West Texas and Oklahoma with heat and cotton a foot high. Oklahoma City and Tulsa still immersed in heat. Up through the Ozarks green as to leaf of trees but sadly lacking as to farmers' crops. St. Louis still warm. Thunder clouds overhead but no rain. Chicago on a soggy, muggy evening, great crashes of thunder and a downpour that lasts all night. Opening of schools, teachers and superintendents hopeful of a successful year. People neither much excited nor caresome about the politics of the day. The world still wagging on to some obscure destiny. And so it goes.

MRS. M. L. ROSENBERRY, District Superintendent of the Garvey Schools, California, is having difficulty with the housing program due to a large increase in enrollment. The Garvey school building which was undamaged in the earthquake of several years ago, but which has not been used for school classes for three years may be put back into service. It had been planned to recondition this building but delays caused by negotiation with the government hindered any immediate action.

Robert S. Hicks, director of curriculum and research of the El Monte Union High School, El Monte, Calif., this year succeeded H. A. Keeley as District Superintendent. Mr. Keeley retires from education after a long period as head of the El Monte High School.

THE Los Angeles County Board of Education is now composed of Miss Nora Strong, Los Angeles elementary school principal; Robert H. Kee, electrical business man of Los Angeles; George C. Bush, Superintendent of the South Pasadena City School; Claude Reeves, principal of the Bell High School of the Los Angeles system; and Secretary Arthur R. Clifton, County Superintendent of Schools.

GEORGE K. ANDERSON, District Superintendent of the Brawley, Calif., schools, has been operating his school buildings at 180 per cent efficiency for several years. He has done this by half-day sessions. The city is committed to a pay-as-you-go basis and gradually sufficient classroom space is being provided. This past year $31,000 was spent upon new construction, 35 per cent of which was PWA grant. Two additions were made at the Miguel Hidalgo School, which included six classrooms, washrooms, a clinic, and a suite of offices. The average daily attendance of the Brawley elementary schools was 2200 last year and a big increase is expected this fall.

GUY A. WEAKLEY, Superintendent of the El Centro schools, El Centro, Calif., continues this year as Superintendent of the El Centro School District, working under a board of three trustees, and will also fill the position of principal of the Central Union High School and Junior College District El Centro, working under a board of trustees of five members of the high school and college district.

Mr. Weakley succeeds J. L. House as principal of the high school and junior college. Mr. House after twenty-five years of work in the Central Union High School, sixteen of them as teacher and the last nine as principal, will this year be assigned to work in junior college classes.

The two boards of trustees met and made this arrangement with Mr. Weakley upon a temporary basis of one year. The salary adjustment was most satisfactory, both to the district and to Mr. Weakley. Whether the arrangement will be continued for more than a year at a time will be determined at the end of this year's contract.

The enrollment in El Centro is increasing and with the addition of one four-room unit constructed with PWA labor and out of current funds, and another unit of the same size contemplated, it is hoped the growth will be handled.

Superintendent Weakley this summer taught at the San Diego State Teachers' College. There he gave courses in administration and supervision and in principles of secondary education.

E. E. HARWOOD has been elected to the district superintendency of the Tustin Elementary School. Mr. Harwood is a graduate of the University of Southern California and has alternated school work with business since 1918. He has held positions in Glendale, Eagle Rock, Hermosa Beach, and comes to his present position from Calexico, where he held a principalship under Jalmar W. Lawson, Superintendent of the Calexico city schools.

F. A. RICE, prominent bookman for Ginn & Co., working out of the San Francisco office, with Mrs. Rice and daughter, Marjorie, second-year medical student at the University of California, and son, Frederic, Jr., junior high school pupil, the middle of August returned from a two-month tour of Europe and the United States. While in Europe Mr. Rice and family visited England, France, and Germany. While at Washington, D. C., Mr. Rice and his party were the guests of Mr. and Mrs. William E. Givens, secretary of the National Education Association. Mr. Rice for nearly twenty years has been associated with Ginn & Co. He is ranked as one of the best bookmen in northern California. Mr. Rice is among the active members of the

San Francisco Commonwealth Club and is noted as a student of politics and history.

MEXICO, MO., this past month had its Centenary Celebration with historic parades and programs and official guests from Old Mexico in attendance. Mexico, Mo., is a thriving little city of more than 8000 persons, situated in the central portion of the state. Here for the past thirty-three years another Hoosier schoolmaster has made an able contribution to education.

In 1903, L. B. Hawthorne, Superintendent of the Mexico public schools, came to Mexico. In that time he has supervised the erection of every public school building now in use in Mexico. They include one senior high school and junior high school, one Negro high school, and three elementary schools that enroll about 1700 pupils with 59 teachers in charge. This past summer Mr. Hawthorne completed $200,000 worth of construction, which included the building of two new schools and the rebuilding of another. These new buildings are of most modern design and construction and give Mexico one of the best equipped systems in Missouri.

CARTHAGE, MO., has had J. L. Campbell as Superintendent for the past eight years. Mr. Campbell is a University of Missouri man with degrees of A.B. and M.A. from that institution. Before coming to Carthage Mr. Campbell was dean of the junior college in Jefferson City, Mo. Carthage has always had a good name for its public schools. In the midst of the Ozarks its high school has drawn students from far and near. The Carthage High School claims the largest enrollment of non-resident high school students in Missouri. Its enrollment of 800 pupils is excessive for the size of the city, whose population is around 10,000 persons. This enrollment is achieved with no public school transportation facilities. The school population of the Carthage public schools is 2500 enrolled in one senior high school, three junior high schools, and six elementary schools.

DR. WILLIAM F. KNOX is now on his eleventh year as Superintendent of the Jefferson City, Mo., schools. The city, state capital for Missouri, is proud of its school system and of the fact that it is the only small city in Missouri that has a public education system that includes all of the different school organizations from kindergarten through junior college. The city with 3500 pupils enrolled consists of one junior college, one senior high school, one junior high school, six elementary white schools and one elementary colored school. The faculty numbers 107 persons.

Dr. Knox is now considering reorganizing the system upon the 6-4-4 basis. He is studying that organization as it now exists at Ventura and Pasadena, Calif., two of the pioneer systems given over to this plan. He believes that much advance could be made in the courses of study offered in an organization of this nature.

A matter of note is that the Jefferson schools have conquered the depression, successive cuts have been restored, and the 1936-1937 budget is the largest in the history of the system Previous to the depression the height was reached with a budget of $130,000. The low of the depression was $112,000 and this year's budget totals $140,000.

SURROUNDING St. Louis, Mo., is a galaxy of small suburban towns, such as University City, Webster Groves, Ferguson, Maplewood, Clayton, Wellston and Kirkwood. In addition there is much territory unincorporated. Two of the most prominent unincorporated areas include that of the Normandy Consolidated School District under Superintendent Fred B. Miller and the Ritenour Consolidated School District under Superintendent Arthur A. Hoech.

In Superintendent Hoech's district there is a population of around 20,000 people. He has under his control ten schools with 4000 pupils registered with a faculty of 112 persons. When Mr. Hoech came to the district in 1920 from the State Department of Public Instruction of Missouri the district had only 20 teachers and 650 pupils. This year with people coming out into the suburban areas around Overland, the center of his district, the Superintendent expects a further great growth.

Valuable aids in teaching Language, Literature, History, Geography and Picture Study. Begin Picture Study in September with

The Perry Pictures

Tired Gleaners—*Morgan*

TWO CENTS EACH for 25 or more. Postpaid. Size 5½x8. Assorted as desired. 2250 subjects.

A smaller size, 3x3½, **ONE CENT EACH** for 50 or more. Most of them in Sepia (brown).

CATALOGUE of 1600 miniature illustrations for 15 cents in coin or stamps. A two-cent, a four-cent and a ten-cent picture in the Catalogue.

Special Offer. **FREE.** Leaflet about "Our Own Course in Picture Study" and one 5½x8 Perry Picture and a leaflet describing that picture Free in September to any teacher giving name of school and grade.

AWARDED FOUR GOLD MEDALS

Miniature Colored Pictures. 270 subjects. Most of them approximately 3½x4½ inches. **ONE CENT EACH** for 50 or more. **Postpaid.** Assorted as desired. A sample picture and list of 270 subjects sent Free to teachers in September, if grade and school are given.

The Perry Pictures Co.
Box 7, Malden, Massachusetts

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town Shopping District, San Francisco

Chinatown and Famous Restaurants Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station and Southern Pacific Station

Located At
SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service of Continental Flavor

250 ROOMS

Management SAM D. ADKISSON

Together with other systems in St. Louis County Mr. Hoech is carrying on a course of study revision program. He is organizing his work by meetings of teachers in grade groups. A large amount of excellent work is being accomplished in these meetings.

Last year Superintendent Charles Banks of University City, Mo., secured the services of Dr. Ira H. Young as director of research and curriculum. Dr. Young is a graduate from the Northwest Missouri State Teachers' College and has his M.A. and Ph.D. from the University of Iowa. Previous to coming to University City Dr. Young held positions in supervision in St. Joseph, Mo., and Jefferson City, Mo.

Dr. Young's problem at University City last year and this year has been organizing for curriculum construction and for laying the groundwork of a progressive new course of study.

One of Dr. Young's finest pieces of work has been an analysis of the book needs of the system relative to different subjects and in relationship to the different schools in the city. If every city could have put up to its board of education such an analysis as Dr. Young worked out in his city as to the book need problem, the purchases of school texts and supplementary books would not be considered a minor matter. The analysis was of such excellence that the board of education raised the allotment for supplementary books from twenty-five cents to two dollars per child.

The Clayton schools under Superintendent John L. Bracken have an enviable record in the St. Louis area for their excellent achievements. As a result one-seventh of the school population is made up of tuition pupils, who paid around $26,000 in tuition last year for the privilege of attending the Clayton schools. In Missouri, if any school district offers instruction in the grade in which the child is enrolled and that child is sent to another school system the parent of the child has to pay tuition to the district that accepts the child's enrollment.

St. Louis, Mo., opened its 98th year as an organized school system this September with 98,000 pupils enrolled in 150 schools in charge of 3000 teachers and principals. The Board of Education was granted its charter in 1833 but it was not till 1838 that the first school was built on the southwest corner of Fourth and Spruce streets at a cost of $3170. Dr. Henry J. Gerling, present Superintendent of Schools, is the fifteenth to serve in that capacity since the beginning of the school system.

Ten thousand more pupils are expected to register this year in the Missouri public schools than last when the school census totaled 964,887. There are 8000 rural schools in Missouri.

The St. Louis, Mo., public high schools are now granting three kinds of diplomas or certificates of graduation. A regular diploma is granted to those who have completed all of the prerequisites for college entrance. This admits students without examination to all colleges which accept entrants on this basis. A certificate of credits earned is given to students who have completed their work satisfactorily, but who may not meet college requirements. A third type of certificate is given to students who have completed the state requirements, but who do not come up to the higher St. Louis standards.

The National Association Public School Business Officials will hold their twenty-fifth annual convention—silver anniversary—at St. Louis, Mo., October 12-16, 1936, inclusive. Members from forty-five states to the number of 500 individuals are expected to attend this convention. The program arranged for calls for trips, banquets, general meetings, round table discussions, and visits to the commercial exhibits in the gold room of the Jefferson Hotel, headquarters for the convention.

The arrangements for the convention are a joint effort of the national board of directors and of the local committee consisting of Philip J. Hickey, secretary and treasurer of the St. Louis Board of Education; R. W. Hibbert, director of supplies and equipment, Board of Education, St. Louis; and Charles L. Barr, supply commissioner, Board of Education, St. Louis.

The national board of directors of the N.A.P.S.B.O. Association consists of Paul H. Scholz, president, business manager, Board of Education San Antonio, Texas; H. W. Cramblet, secretary, secretary of the Board of Public Publication, Pittsburgh, Pa.; Albert Austermuhl, treasurer, secretary of the Board of Education, Camden, N. J.; John S. Mount, vice-president, inspector of accounts, State Department of Education, Trenton, N. J.; James J. Ball, executive committeeman, business manager, Board of Education, Denver, Colo.; R. W. Hibbert, director, director of supplies and equipment, Board of Education, St. Louis, Mo., and H. C. Roberts, director, secretary and business manager, Board of Education, Sioux City, Iowa.

The program lists interesting subjects for presentation by outstanding educators and business managers such as "Assumption by States of Financing Capital Outlays for School Buildings," by N. E. Niles, director school building service, State Department of Public Schools, Jefferson City, Mo.; "Efficiency and Economy Through Visual Education," by Superintendent Ralph Irons, Evansville, Ind.; "Modernizing Old School Buildings," by A. A. Knox, business manager, Long Beach, Calif.; "Reducing School Bills by Consolidation of Districts," by Hon. Walter D. Cocking, Commissioner of Education, Nashville, Tenn.; "Building for the Work-Study-Play Plan of Organization," by Dr. Leonard Power, research specialist in education, Office of Education, Washington, D. C.; "Air Conditioning in the Public Schools," by John Howatt, chief engineer, Board of Education, Chicago, Ill.; "The Merit Type Teachers' Salary Schedule," by Superintendent Willard E. Goslin, Webster Groves, Mo.; and "Reduction of High School Costs," by Dr. Henry J. Gerling, Superintendent, St. Louis, Mo.

A high point of the meeting is a whole day to be given over to a panel discussion of the question "Co-operation between the Federal Government and the States and Their Local Governments in Support of Public Schools." The discussion is to be led by Dr. Fred Engelhardt, professor of educational administration, University of Minnesota, who is to open with "A Statement of the Problem." Dr. E. E. Lewis, professor of school administration, Ohio State, is to present, the subject from "The Concern of the States." "The Public Attitude" will be discussed by C. W. Atkins, director, Government Research Institute, St. Louis, Mo. "Attitudes of Educational Leadership" is the topic assigned to Professor N. B. Henry, University of Chicago. "Technical Problem Faced in any Satisfactory Solution" will be the topic considered by Professor E. S. Lawler, Northwestern University, Evanston, Ill.

W. R. Curtis, Superintendent of the Alton, Ill., city schools, as a child lived through as exciting an experience as any wild west thrilled youngster could desire. His father was construction foreman on the Atchison, Topeka and Santa Fe Railroad as it was being pushed across New Mexico and Arizona. Mr. Curtis lived with his parents always at the spearhead of construction work in box cars. The road ran through the Navajo country and with Indians around them and with soldiers to guard the workmen, every day had something new to be seen.

THE WESTERN JOURNAL OF EDUCATION

MORRIS WAGNER, Editor

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

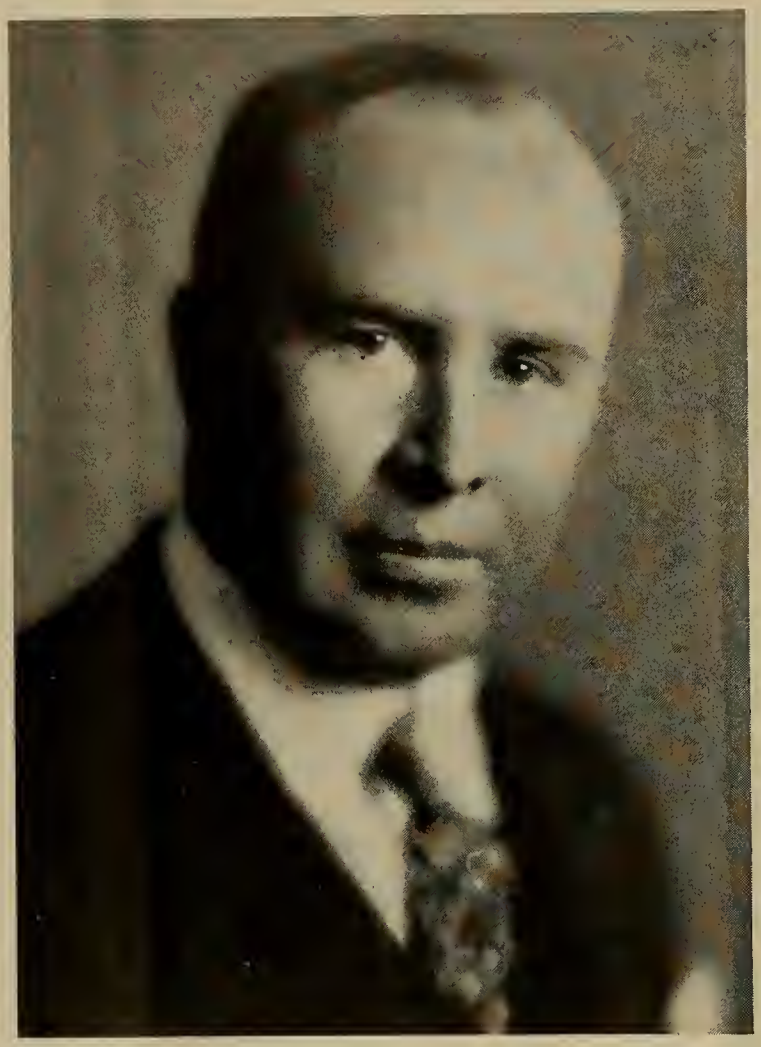
Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

VIERLING KERSEY ELECTED SUPERINTENDENT OF LOS ANGELES SCHOOLS

IN FEBRUARY of 1937 Vierling Kersey will complete eight years as Superintendent of Public Instruction in the State of California. He will leave his state office to take over the responsibilities of guiding the Los Angeles City Schools.

California loses a man who has led the state through the hard years of depression, and in spite of that dragging handicap has led it in a march of educational achievement in which all of us feel pride and solid satisfaction.

Looking back over the eight years of his tenure we see emerging from the widespread activities of the state department many completed projects of even more than state importance. In the field of curriculum, the two-volume "Teachers Guide to Child Development," covering the primary and elementary grades, has met national, even international, recognition for its value, and it forms a basis for almost all curriculum construction in our city and county systems. It is the work of the California State Curriculum Commission, whose contribution to our schools includes evaluation of textbooks. The outstanding work of the "Committee on Scope and Sequence of Major Learnings in the Curriculum" is already making educational history, within and beyond the borders of our state. The "Guides" and "Suggested Courses of Study," in bulletin form, covering special topics of the curriculum in science, social studies, and so on, are proving, by the demand for them, their unique success in filling specific needs.



VIERLING KERSEY

In the field of school organization and administration, California schools "point with pride" to the many substantial achievements of these last eight years. At random we list a few. The clarification of educational legislation and the publication of the school code in compact form; the organization of the old teacher training schools into seven state colleges granting degrees, and offering enriched courses of teacher training; an enlarged program of vocational and adult education; reorganization of school districts for more efficient administration; a program for reorganization of secondary schools and an amazing development of the junior colleges in California; the accomplishment of a plan for state aid to schools which equalizes the educational opportunity for all the children of the state; and a program of long-term planning for all phases of public education in the face of changing social, political or economic life which is already under way.

This is a proud record for California to look back upon. How much of the credit for these, and many more, achievements, goes to the man who has guided our schools through these difficult years since 1929? Superintendent Kersey himself would be the last to claim the credit. In an interview with a member of the JOURNAL staff he said, "The enviable position in which California public schools stand by comparison with state school systems in other states of our nation, is the result of a long-term vision on the part of the people of the state of California as they clearly sense the responsibility of the parent generation to youth. Part of the pioneer spirit of the West has been that anxiety to make a country, with all of the institutions that go with a good country in which to live, which country would be better when left for a future generation than when found by a parent generation. This, I believe, is the outstanding characteristic of a pioneer; someone who wants to find a new land, new conditions and new problems, then to master the challenge and leave an improved heritage for the next generation.

"California has more of this zest in support of its public schools than one can sense in any other state. This very spirit has prompted interest in the public school system of our state, understanding of the public school system which consequently has brought support of our public schools. Based upon generous and continued support it has been possible for educational leadership to develop a system of education in the structure of our public schools which provides opportunity for an attainment of higher level of common educational maturity for more students than is provided in any other state."

If we take Superintendent Kersey at his word and give the credit for the splendid status of our schools to the people of the state, how do we account for the steady support that the people have given to their schools? They have given it because our state superintendent has known how to "sell the schools" to California. It has been one of the outstanding achievements of the administration that the people of the state have been awakened to the problems of our schools, have been kept informed of their needs and their desired program and have been enlisted to give loyal support to that program. Mr. Kersey has been a tireless public speaker, his services always freely given to great and important gatherings, to small and humble social units no less, and it is his great gift that, like St. Paul, he has known how to be "all things to all men." "He has told us about our schools in a way we can understand," is the response of one man, who speaks for the "man in the street." The JOURNAL has once before quoted the remark made by a trained social worker, returning from a great convention of outstanding leaders in their specialized field, "The best speech was made by the State Superintendent of Schools." So it has been — at conventions, business and service clubs, PTA

groups—Mr. Kersey has known how to win support because he has known how to enter into the problems of the group he addressed, and to talk to them not in the specialized "lingo" of the educator but in their own language and from their own point of view.

He has been generous of his time and sympathy and help—to the despair of his office staff. "Often I am ashamed," said one of them, "to bring in some worried parent, to take his time for very small troubles, but he is as painstaking with such a person as if it were the most important person in the state!" It is no accident that "California has zest in support of its public schools!"

Again, Mr. Kersey said, in talking to us, "Most of all the teacher is deserving of the credit for the status of our educational program in California. True it is that the State Department of Education has been in a position to offer many and varied types of service to aid the teacher. Likewise it is true that the excellent program of textbooks and the fine body of bulletins made available through the State Department of Education lengthen and strengthen the arm of the teacher. Nevertheless, teachers fired by a fervent, religious devotion to their tasks, with a background of training such as is offered in the teacher training institutions of our state, with the program of supervision and improvement in service that is constantly available, with the sympathetic understanding of administrators, such teachers truly make educational progress a reality." And again—what lies back of the splendid service our educational leaders have given the state during this administration? We quote from one of these leaders to whom Mr. Kersey gives the credit for our professional achievements: "Superintendent Kersey has often taken the initiative in some project for the schools. Then he has known how to *pick the right people* for any given problem that is under way. After that he leaves them alone. He gives them freedom to do their work, but gives them always loyal support in what they are trying to do."

Above all, the administration has stood for the ideal of social co-operation, an ideal that must underlie all phases of the school curriculum and all phases of school administration. Mr. Kersey summed up for us his philosophy of education in words which, he said, he remembered in substance from the Vicar of Wakefield: "The beast retires to its shelter and the bird flies to its nest but helpless man can only find refuge with his fellow creature."

California loses a Superintendent who has been outstanding among the nation's educational leaders. In national educational councils his common sense and knowledge of educational progress and his belief in the cause of public education has made any expression from him a matter of earnest consideration.

Mr. Kersey leaves the state office with sincere regret. But, he said, "Los Angeles presents a challenge which a man cannot refuse!" The enrollment of the Los Angeles schools is 361,528 or 27 per cent of the total enrollment of California children. The great army of Los Angeles teachers and school administrators feel that under their new Superintendent their schools will be guided in a new period of growth, in a spirit of fairness and a square deal to all, and harmonious co-operation. Los Angeles has our congratulations for her choice of her coming educational leader.

Biographical Note: Vierling Kersey was born in Los Angeles, attended the Los Angeles public schools, graduated from the Polytechnic High School and the Los Angeles State Normal School. B.A., 1916 and M.A., 1921, University of Southern California; honorary degrees, Ll.D, 1929, Whittier College; Ped.D., 1930, University of Southern California. Teacher and administrator in the Los Angeles city schools, the last six years of which he served as Assistant Superintendent of Schools. In 1929 he was appointed State Superintendent to succeed William J. Cooper. Elected to the same office in 1931 and 1934. Vice-president of the N. E. A. President of National Council of State Superintendents.

Mr. Kersey is a Quaker. He is interested in sports, loves horses and has some which were entered in the State Fair. He has a great desire to improve American politics, enhance the opportunities for children in every way and studies all social legislation. Recently Mr. Kersey was asked to appraise activities in connection with the Tennessee Valley Authority, and served on a national committee in connection with the improvement of the educational and cultural uses of the motion picture. He is active in appraising the federal emergency relief activities in their various educational aspects and recently surveyed a project in the city of New Orleans.

The Journal of Geography

Official Organ of the National Council of Geography Teachers

This magazine, monthly for the school year, is devoted to the constant improvement in the teaching of geography. Every teacher of this subject will find aid both as to content and method.

CONTENTS OF A TYPICAL ISSUE

Norway's Agriculture
Claudia Thomson

An Experiment in Fifth Grade Field Work
Monica Henrietta Kusch

The Matanuska Valley of Southern Alaska
M. H. Shearer

Devices to Create Interest in Geography
Lucy M. Smith

Mexico: The Iron and Steel Industry
Ben F. and Rose V. Lemert

Grain Traffic on the Illinois River
Christine Hahn

Edited by GEORGE J. MILLER
State Teachers College, Mankato, Minnesota

Subscription Price: $2.50 a year. Sent free with membership to the National Council of Geography Teachers. :-: Annual dues $2.00

Published by

A. J. Nystrom & Co.

3333 Elston Avenue Chicago, Illinois

OCTOBER DAYS LONG AGO ON SAN FRANCISCO BAY

By IRMAGARDE RICHARDS

OCTOBER is a beautiful month in a land that seems to us who love it always beautiful, but loveliest of all in this autumn month. In October the winds that keep our hills so fresh are still. The fogs, that so often steal through the Golden Gate and veil the land in mystery, stay far at sea in October, and day after day the city and the bay and all the shores around lie in clear sunshine from dawn till early dark. Sometimes the first rains of the season come in this month, sudden and drenching. Then suddenly again the sun comes out, with the world so crystal clear and shining bright that we want to leave whatever we are doing to climb one of our hills, and to clear our eyes too of fog, while we look west to the wide ocean, and north and south and east to the spreading arms of our great bay, and the cities on its shores.

October, too, is a time of memories for the people of the great bay country, memories of October days long ago. It was in October that the first men of our race looked upon the waters of our bay. In October the first settlement of white men was founded on its shores. And in October falls the feast day of the saint, Francis, whose name in Spanish is the name of our bay and city—San Francisco.

The First Expedition to San Francisco Bay

All of us know the story of that first October day when the soldiers of Portolá looked down from Montara Mountain and saw with astonishment the quiet waters of our bay, stretching far into the land. Early that morning Portolá and all his men had climbed the mountain from Montara Beach. We can almost feel the air of that October morning. Two nights before "it rained all night, and the morning broke very dark." Portolá was ill, and so were many of his men. They all spent that gloomy day in camp, "and every little while it rained on us." But next morning "the day opened clear, with a pleasing aspect, and all the sick felt better. So the captain decided to start out again, and we did." And as they reached the summit of the ridge, on that bright day after the early rains, do we not know how shining the air was, how the blue sea sparkled, and how their eyes followed, clear and sharp, the shore line from Pedro Point to Point Reyes? This was the Outer Harbor, as we call it today, with "six or seven white farallones of different sizes a little to the southwest of Point Reyes."

Portolá, the sick captain, carried in a litter between two mules, went with his men down the north side of the ridge and camped in the valley of San Pedro. But Sergeant Ortega and a few men went eastward through the hills to explore the land, and some other soldiers went out from camp to hunt deer.

The hunters came back first, at dark. "They said that towards the north they had seen an immense arm of the sea, which went into the land, toward the southeast, as far as the eye could reach. Beside it were beautiful plains, fair with many trees, and the smokes they saw in all directions left no doubt that on the plains were many villages of Indians."

The next day, toward dusk, the men in camp heard gun shots, far away. "It must be Ortega and his men returning," they said. "Why are they firing their guns?" "Perhaps they have good news to tell us!" The good news was the same story the hunters had told—a great bay ran far into the land and on its shores were level lands and streams of water and groves of trees. So the captain and all the men went westward through the hills, past Crystal Springs Lake, and out onto that pleasant plain, and saw the southern arm of the bay, and the lands where San Mateo and Redwood City and Palo Alto stand today. Then Portolá turned south again, and the bay dreamed on, and the smoke of Indian fires went up. Golden autumn days turned to rainy winter, and spring and summer came and went.

The Second Expedition

Then for a few days of the next autumn—this time in late November—soldiers and mules and horses came marching again across the "Plain of Oak Trees" at the south end of the bay, and this time they went up the eastern shore. This small party was led by Lieutenant Fages, one of the men who had come with Portolá the year before. Portolá had gone back to Mexico, and Fages was commander now in California. He wanted to know more about the great bay on whose western shores he had camped with Portolá. So in the clear fall weather, with a few soldiers, he came across the hills from Monterey and passing the south end of the bay, went up the Contra Costa shore. Where Berkeley now stands he halted, and for the first time a man of our race saw the sun go down beyond the Golden Gate.

The Third Expedition

Fages soon found he could not go around the bay, and he hurried back to Monterey. For a year and a half no white man saw the bay again. Then on a cold clear March morning the Indians of the Plain of Oak Trees saw another procession come out of the hills near the place where Gilroy stands today. They turned northward, reached the marshy land at the head of the bay, and followed the trail that Fages had made along the Contra Costa shore. Fages had come then alone, with a few soldiers. This time he came with more men and mules loaded with food for a long trip. Fages was determined to find his way around this great mysterious bay. He wanted to make a map to send back to Mexico and from there to the king of Spain, to show them what a marvelous harbor they had found. With Fages came Father Crespi. He was one of the Franciscan priests who had come with Serra and Portolá from Mexico. He was with Portolá on that first march up the coast, and the story we told of the discovery of the bay was taken from his diary. For every night, at the end of the hard day's march, he sat in the little tent they carried with them and wrote the story of the day. So we know almost as well as if we had been with them, the way our bay country looked to those first white men who passed along its shores.

"All the land is level," says Father Crespi, "black, and very well covered with good grass, mallows, and other herbs. We passed many creek beds of running water, and along the creeks were groves of alders, cottonwoods and willows." Now they are passing that part of the plain where San Leandro, Hayward, and Oakland lie today. "The plain is more than six leagues wide, and in it we saw many deer." They camped near the inlet we call Lake Merritt. "From a nearby hill we can see the bay very well, and it looks like a sea to us. This site is very suitable for a settlement." What if Father Crespi could have dreamed that night, and in his dream, where he had seen "the tracks of bear, and many deer" he had seen the white walls of Oakland's Civic Auditorium! Next day Fages again stood on the Berkeley hills and Crespi with him, and the diary tells us about the beauty of that gateway that had no name as yet, and tells us of the far off Farallones beyond the gate and the little islands within the great harbor. They go on northward, turn eastward to follow the shore, pass the round bay of San Pablo. "In it were four young whales blowing, so we were sure the bay was deep—deep enough and large enough for all the fleet of Spain to find room in it."

On they went. Would they *never* get around this immense bay? You can guess that they never did. Instead they saw at last, from a hilltop near Mt. Diablo, the rivers that entered the bay, the delta islands—the vast dim plains of the Great Valley, and beyond the faint lines of the snow-capped Sierras, white against the blue spring sky.

They knew then they could never cross those immense rivers. They could not go around the bay or reach its northern shores. Crespi made his map from the hilltop, and they turned back to Monterey, bringing the story of the "greatest river that has ever been discovered in New Spain."

The Fourth Expedition

Again the curtain falls on the great bay and its shores. Two years later a new commander, Captain Rivera, and another priest, Father Palou, are seen, marching north along the coast this time, straight north until they stand on the cliff beside the Golden Gate. "We saw the great bay, and its waters are as quiet as the waters of a lake." They set up a tall cross on the cliff, Palou made careful notes of the shores and islands, and they went back again. For once more it was clear that they could not get around that bay nor reach its northern shore.

The Fifth Expedition

Next year, when the curtain rises, the astonished Indians of the bay see the white sails of the San Carlos coming through the Golden Gate! In she comes, carried safely through the narrow mouth by the swift tide, and inside she found safe anchorage. From August 5 till September 18, again in the golden autumn season, the bay was the stage where white men came and went. Ayala, captain of the San Carlos, explored and made his charts. Aguirre and Cañzares, his pilots, in a small sailing launch and a hollowed redwood canoe, went north and east and south, into every cove and inlet, and at last the bay itself and all its shores were explored and mapped. Most of the names the sailors gave are still on our map today. One has been forgotten, but we shall remember it for a moment in this story. The San Carlos was anchored at Angel Island. Aguirre was going slowly south along the western shore in the sailing launch. "We found many good places to anchor," he reported, "but saw few Indians. But in a cove with a good beach we saw three men, and they were weeping bitterly. So we called this place the Enseñada de los Llorones (the Bay of the Weepers.)"

Then the San Carlos sailed out of the Golden Gate. A few days later a party of Spaniards came north along the coast. They had planned to meet Ayala in the bay, but they had been delayed. They had planned

to meet near the cross which Rivera had planted on the cliff. Twice Aguirre had gone there in the little canoe, and left letters at the foot of the cross. And these letters were all that the land party found when at last they reached the bay, so they, too, returned to Monterey.

The Sixth Expedition

But now the bay would never again be left alone for long, with the smoke of Indian fires and the dip of Indian paddles the only touch of human life upon its waters and its shores. For now they knew, in Mexico and in far-off Spain, how important it was for Spain to hold this great harbor. Anza had led his band of 170 men, women and children from Mexico across the desert and up to Monterey, to make a settlement on San Francisco Bay. While the colonists waited there at Monterey, Anza and his lieutenant, Moraga, and Father Font rode up the coast to choose a place for them, a place for a fort to defend the Golden Gate and a place for a mission and a town.

Anza came up the peninsula, past the Palo Alto, past the valley where the cemeteries are today, past Lake Merced, and camped "on the banks of a fine lake or spring near the mouth of the port of San Francisco." This lake we call today Mountain Lake in the grounds of the Presidio. Not waiting to rest, Anza and Father Font hurried on to explore, found the cross that Rivera had set up, and on the beach the little wrecked canoe that Aguirre had used, and talked about the adventures of all those other explorers. Then they climbed up from the beach and followed eastward till they stood at the top of a tall white cliff, which formed one end of the mouth of the bay, where the great harbor begins. The view they saw, writes Father Font in his diary "is not easy to describe." The "tall white cliff" was, of course, Fort Point. Out in the harbor they saw whales spouting, sea otter, and sea lions. On the high table land where they stood the grass grew high, and deer were grazing, and all around, for this was spring time, were lilies and blue violets and the air was sweet with yerba buena. But it was the great harbor itself that thrilled them most, with its safe anchorage for all the ships of the world, and its pleasant shores for docks and forts and churches and homes of happy people, and its narrow mouth that could be so easily defended.

Here on the tall white cliff Anza chose the place for the presidio. Then they went on to find a place for the mission church and for the farms and homes the new colonists should build. Along the inner shore they went, as far as a little cove with a sandy beach. "This is the Bay of the Weepers," said one of the men who had been with the men of the San Carlos. "We saw three Indians here, weeping bitterly." A stream ran down into the little bay, making a green and pleasant valley, warmer and more sheltered than the place they had chosen for the presidio. They followed the stream back toward the hills. It widened into a little lake, and where the creek came out of the hills it made a waterfall. Around the lake were fields of grass, and fragrant manzanita and blue violets. "This is the place for the mission and the town," said Captain Anza. And because it was the Friday of Sorrows they named the lovely little valley Lagunita de los Dolores, "the Little Lake of Sorrows," and here today runs the street we call Dolores and here the old mission that we love still stands! The creek that ran down to the beach is called Mission Creek, and the Bay of the Weepers is called Mission Bay.

Now Anza's work was done, the places were chosen, and he went back to Monterey, and then on back to Mexico.

The Founding of San Francisco

In the summer days of that same year another band of people came up the trail to the Golden Gate, and for the first time the peering Indians of the bay saw the faces of white women and little white boys and girls and tiny babies. And that meant that never again would the great bay lie still and lonely, with only the smoke of Indian fires and the dip of Indian paddles along its shores. Six times before the white men had come, six times they had gone away. But when the women and the little children came, they never went away again. Moraga led the band, and Father Palou was with them. They halted in the valley of the "Little Lake of Sorrows." They cut down trees and built shelters, and prepared to build their homes and missions there. Some of the soldiers went on to the tableland upon the tall white cliff and made ready to build there the presidio which was to defend the Golden Gate.

Then back to San Francisco Bay in August came the good San Carlos with supplies and tools and carpenters, and the real work of building went fast and merrily. In September the soldiers and their families had a snug village of log huts. Soon there was help to spare for the settlement in the sunny valley by the little lake, logs were cut, houses built, and the mission church was ready.

They planned to bless the church for use on October 4, the feast day of Saint Francis, but were delayed until October 8. On that day with songs and Mass and procession, the Mission of San Francisco was dedicated, and guns were fired, and people shouted happily, and feasted afterwards on barbecued beef until the sun went down.

So at last, in the golden days of that long ago October, the month of the feast day of Saint Francis, his mission was founded beside his splendid bay, with a settlement of Spanish men and women and children, and a presidio near by to guard them all.

(This story may suggest possibilities for dramatization. The sources indicated would provide plentiful suggestions for dialogue.)

First Expedition. Oct.-Nov., 1769. Captain Portolá, Costanso, the engineer, Lieutenant Fages, Sergeant Ortega, 27 leather jacket soldiers, 7 Catalonian Volunteers, 7 mule drivers, 15 Christian Indians of Mexico, Father Crespi and Father Gomez. Sources, Palou's "Noticias," translated by Bolton, Vol. II, 213-223.

Second Expedition. Nov.-Dec., 1770. Fages and a few soldiers. Fages' Diary, Academy of Pacific Coast History Publications, Vol. II, No. 3.

Third Exposition. March, 1772. Fages, Father Crespi, 12 soldiers, 1 mule driver. "Noticias," Vol. II, 334-350.

Fourth Expedition. Dec., 1774. Rivera and Father Palou, 16 soldiers, 1 mule driver, a Christian Indian boy to serve Mass for Father Palou. "Noticias," Vol. III, 252-306.

Fifth Expedition. Aug.-Sept., 1775. Captain Ayala, pilots Aguirre and Cañizares, crew of the San Carlos, Captain Hezeta, Father Palou, 9 soldiers, 1 carpenter. "Noticias," Vol. IV, 39-43. "Outposts of Empire," Herbert Bolton, 251-4.

Sixth Expedition. March-April, 1776. Captain Anza, Lieutenant Moraga, Father Font, 11 soldiers. Font's "Complete Diary," translated by Bolton, 331-347. "Outposts of Empire," 256-260.

Founding of San Francisco. June-Oct., 1776. "Noticias," Vol. IV. "Outposts of Empire," 302-308.

YUBA COUNTY TEACHERS STUDY CURRICULUM

The School year of 1935-1936 was one of ambitious and successful effort on the part of Yuba County teachers and administrators. Under the leadership of Mrs. Agnes Weber Meade, County Superintendent of Schools, the teachers of Yuba County came together regularly during the year in a series of curriculum meetings held in Marysville for the purpose of studying the problems peculiar to the rural school. Mrs. Gladys Potter of the State Department of Education conducted these discussions and worked with the teachers in developing units of work suitable for their specific situations. Mrs. Potter before coming to the State Department was a rural supervisor in San Bernardino County. During part of that time she was supervising schools in the desert areas. This phase of her experience in supervision makes it possible for her to be particularly helpful in putting the most modern educational program into actual classroom practice in rural districts.

Much enthusiasm and professional growth was evidenced by the group and the final meeting in the late spring showed results of the work which had been going on in the rural schools of the county during the year. Various forms of creative expression were on display, as art, craftwork, maps, poetry, class books, costumes, and so on. Curriculum units on California, Transportation, Mexico, Homes, Pets and other topics were reported upon by the teachers and materials to illustrate the reports were exhibited.

The entire group of children from one two-teacher school were present and presented the culmination of a unit on Child Life in Other Lands. Original poetry and stories, rhymes, and a dramatization summarized the varied experiences enjoyed by the children during the development of the unit.

Many progressive steps have been taken by the Yuba County teachers as a result of their curriculum work. An excellent report card in keeping with modern teaching practice was prepared by a committee of teachers and adopted by the Yuba County Board of Education. Reading readiness of entering children has been carefully determined by primary teachers and a suitable program initiated to meet the needs of each individual child. Formal arithmetic teaching has been definitely postponed until the third grade. Book lists for older boys and girls with reading difficulties have been compiled and placed in the hands of the teachers. Numerous changes in the physical environment of the rural schools have been made. Lighting has received particular emphasis and support from the office of the school Superintendent. Large units of work suitable for one- and two-teacher schools have been planned and executed in the classrooms with gratifying results.

Mrs. Meade and her rural supervisor, Mrs. Katherine McQuaid, are to be congratulated upon their fine professional leadership and the enthusiasm and progressive attitude of their rural teachers.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

THE ARTICLE following is the address given at the County Librarians' Convention, Coronado, April 28, 1936. It should be read not only by librarians but also by school administrators and teachers. Consequently it has been held for the September issue of the JOURNAL so that it might reach them at the beginning of the school term:

The Challenge to the Library in the New Curriculum

By HELEN HEFFERNAN
Chief, Division of Elementary Education and Rural Schools, California State Department of Education.

EDUCATION moves ahead at a pace which if not breath-taking is at least sufficiently accelerated to keep every service in education keenly alert to the necessity of constantly modifying procedures to prevent lag at any crucial point. It is as important for the librarian to understand the philosophy which underlies educational changes as for the school administrator or the classroom teacher and only as all come to share a progressive educational philosophy in its broad essentials, may the school render the service to childhood which society has a right to expect.

An Overview of a Basic Philosophy

My discussion of the challenge to the library in the new curriculum is predicated upon the belief that education is concerned with the development of the whole child, physically, mentally, emotionally and socially. It accepts as a basic postulate the belief that the aim of elementary education is to develop a healthy, happy individual, able and willing to contribute constructively to the society of which he is a part.

Modern education is interested in the child as an individual. It is the business of the school to study the child in order to discover his interests and needs. It is the business of the school to adjust itself to these interests and needs and not primarily to teach the child a certain body of subject matter. The concept of knowledge for knowledge's sake is an outworn fetish. Subject matter is not an end in itself. In the modern school, knowledge is no longer poured in to be given back to the teacher in a formal recitation of the facts but information is collected, problems are solved, judgments are made, and the child develops through active participation in situations which are as lifelike as possible. The modern school recognizes that children learn only through rich meaningful experiences.

The Importance of the Environment

The environment in the new school is in reality the curriculum. To educate a child "organize the environment to afford adequate stimuli for the tendencies favorable to development," said de Crely, the great physician-psychologist of Belgium. The things we do all through life are to a great extent those things the environment suggests and makes possible. The school environment must be selected and controlled in order that it may be full of possibilities for interesting the child, full of stimulation to insure growth, full of variety to meet each child's need and adequately supplement his out-of-school experiences.

One cannot read a recent book in the field of psychology without being impressed with the emphasis on the importance of environment. In Kurt Lewin's new book, "A Dynamic Theory of Personality," he says:

"It has long been recognized that the psychological influence of environment on the behavior and development of the child is extremely important. Actually, all aspects of the child's behavior, hence instinctive and voluntary behavior, play, emotion, speech, expression are codetermined by the existing environment." (66)

The environment of the modern school is no longer limited to the four walls of the schoolroom but it extends out into the community wherever stimulating educative activities are going on. A neighboring dairy, a zoo, a sugar factory, a lumber mill, the post office or the art gallery are a part of the school's legitimate environment.

The Integration of Experience

The experiences of children are unified. Dewey calls it "on-going activity." James spoke of it as "a stream of consciousness." The pigeonholed, isolated, unrelated subjects of the traditional school have no relation to the life of the child. The so-called subjects represent adult attempts to organize the environment so as to give added meaning to significant aspects of our general experiences. Such organization is entirely contrary to life as the child lives it and modern education is not concerned with these bodies of subject matter, as such, but with the child's total experience, his total learnings, his present and his potential behavior. All learning is the outcome of things done, and is integrated and unified around wholesome living. It is through participation in living that attitudes and habits are formed, skills are acquired, valuable information is gained, and character is built. The only required or compulsory curriculum then is *practice in living*. The problem is as old as man; time and environment may change, human inventions come and go, but to live one's daily life well is still the prime importance to every human being.

The Activity Curriculum

The acceptance of these considerations has led to the activity program, to large units of work or centers of interest, to an integrated curriculum through which first hand experiences and rich, vicarious experiences are participated in by every child in the classroom. This type of teaching in which the work is closely integrated has long been carried on in the primary grades, perhaps due to the influence of the kindergarten on procedures in early childhood education, but these procedures are rapidly infiltrating into the middle and upper grades of the elementary school. Today we are watching with interest the evidences of integration on the high school and college levels.

The application of this statement of theory to a concrete situation is doubtless unnecessary elaboration of the discussion but the particular activity I have in mind illustrates the philosophy so excellently and advances the relationship of the library to the new curriculum so admirably that I cannot resist injecting it at this point.

A Typical Unit of Work

A certain fifth grade in a California city had organized The Book-Worm Club. The children had practice in participating in the

CRAIG
PATHWAYS
IN SCIENCE

opens new worlds
to young minds

To the child the world is a fresh and exciting field for exploration. On every side are things that stir his inborn curiosity. . . This fascinating series answers his questions and gives him an understanding of underlying scientific principles...By means of its problem approach to new topics, its constant use of questions in the text, its hundreds of things to do and to think about, it gives the child a sense of discovery and keeps his interest continually alive. . . Send for further information.

Used in
3900 places

GINN AND COMPANY
45 Second St., San Francisco

democratic activities of a self-governing society, had elected their officers, established suitable rules for good book reviews, and proceeded to give oral reports to the group of the books they had read. The book reviews of each child were kept in his individual book and the children took great pride in making these books beautiful wtih clear, legible writing and attractive art work. The books were themselves the product of a project in bookbinding and their decoration represented the original, creative design of the different children.

Much interest centered around the activities of the Book-Worm Club. Book reviews were considered "good" if they stimulated another child to want to read the book. In the course of the activities of the club, the suggestion was made that the group give a play based on some book they had read. Many arguments were advanced in lively discussion concerning the merits of various books which had been read; books were consulted again and finally the choice of the children centered on Elizabeth Morrow's "The Painted Pig." To give a Mexican play, the children realized that they needed to know more about the people of Mexico.

Excursions were planned and the co-operation of parents secured in transporting the class to a large, local department store which boasted an unusual Mexican department. There, Señora Martinez showed the boys how the native Mexican wears his serape and his sombrero, she draped the ever-present rebozo over the shoulders of the little girls. They swung over their backs the gay colored baskets from Toluca; marvelled at the intricacies of the wood carving; actually held in their hands the pottery from Guadalajara and Oaxaca and the amazing wooden bowls from Michoacan. From the store, they visited the tortilla factory of Señor Espinosa and saw the tortillera patting her thin cakes and baking them on the top of the stove. With characteristic hospitality the children were given the opportunity to eat some of the tortillas and seemed to enjoy them in spite of the rubbery consistency and absence of *molé*.

In the classroom again the children found that they had hundreds of questions they wanted to ask the teacher about the lives and customs and crafts of these interesting people and the teacher had provided an environment designed to meet their needs and help them solve their problems. There were many interesting books on Mexico — easy ones for the slow reader, more difficult ones for the superior readers. The children hunted eagerly for the answers to their questions and compared their findings in many books. The old-fashioned stereoscope with stereographs of Mexico were much used; a lantern and slides were brought in from the visual education department; the library had supplied a beautiful collection of flat pictures among them some lovely colored reproductions of the murals of Diego Rivera from the Palace of Cortez in Cuernavaca and the Ministry of Education in Mexico City.

We have followed these children through their vivid first hand experiences, through the rich vicarious experiences provided by their books and visual materials. Time does not permit of a detailed story of the making of the scenery for the play and the need of consulting many books, the molding of the pottery and again the consultation of all the available sources, the writing of the play and the careful reading of "The Painted Pig," so the play might be faithful to its inspiration, the letters of thanks that were written to Señora Martinez and Señor Espinosa, the invitations that were prepared for the play, the woodcuts made to adorn the invitations, the costumes designed and decorated in authentic designs found in one valuable book.

In general, this was typical of the vivid, interesting, vital program that can be found in rapidly increasing numbers of our schools. The changed nature of the service the library must render to such a school situation is evident.

The Service of the Library

Textbooks are but a small part of the materials necessary to carry on such a unit of work. Many books of all types are needed, pictures, films, maps, large pieces of papers, paints, scissors, tools, wood, specimens from nature, and music.

The reading difficulty of material made available to the children must be comparable to their reading abilities. The mechanical difficulties must not defeat the purpose for which the material is to be read. Neither meaningful information nor love for reading can attain from a book far too difficult for the child. If the ultimate goals are sufficiently attractive, obstacles will be surmounted, but the growth must be a gradual one. The day is past in the modern elementary school when reading is in terms of a particular reader with so many pages to cover. The need of quantities of supplementary material in the activity program has made the library the focal center of the school.

Such a program implies teaching materials suitable to meet the varying needs, a library rich in titles. The day when the teacher believed she must have the same book in the hands of each child in a group has definitely gone in all progressive schools. In fact, no more wasteful expenditure of school funds can well be imagined than the traditional method of supplying sets of forty identical books to classes of forty children in which the reading age may indicate a range of three to five grades. Obviously, the less well-qualified readers must be supplied with easy books; the average readers with books of average difficulty; the superior readers can handle the more difficult material.

The County Library Service

After approximately fifteen years of first hand experience with the county library system as it operates in California, there is no doubt in my mind that it is the most effective method yet devised of supplying adequate library service to rural schools. This point of view has been expressed in our various State Department of Educataion Bulletins (Nos. 10 and 11, 1934, and Nos. 17 and 18, 1935). No speaker would be justified to take the time of such a group as this to discuss what has already appeared in published form under the sponsorship of the speaker. I am, therefore, asking that we direct our attention then to two general needs in the field of county library service to schools and make whatever analysis time will permit of these. As I view the county library service to schools in California I sense two general needs: (1) the need of closer co-operation between the county library, the county board of education and the county superintendent and his professional staff and (2) the need of closer relationship between the county library and the actual classroom situation which the county library serves.

Co-operation With County Educational Office

There are three aspects of the relationship between the county library and the county educational organization which are particularly worthy of consideration.

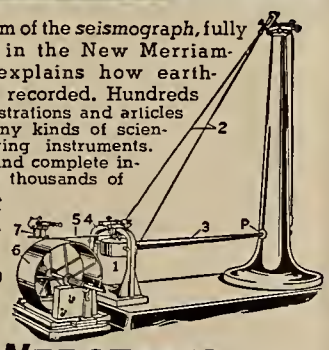
Scope and Adequacy of the Book Collection

No more profitable field of study challenges the county librarian and the county educational staff than an annual study of the scope and adequacy of the book collection. No library can satisfy the needs of the modern school which has been forced year after year to add large sets of textbook material without opportunity to build constantly the collection of books for children, individual, delightful books in the field of science, biography, travel, poetry, and fiction. It is of the utmost importance that the book collection be so planned that it provides for the entire range of children's interests at different age levels. It would seem to me that no library would be justified in spending more than half its funds for school service in any one year for so-called supplementary textbooks; at least half of the available funds should be expended for books of the children's literature type. The State Department of Education has endeavored to provide some guidance for the selection of such materials in "Pleasure Reading for Boys and Girls." It is proposed that this bulletin be issued every two years for the guidance of school teachers and librarians.

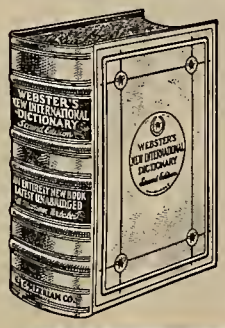
Course of Study Making and Library Activities Should Go Hand in Hand

If the library is to achieve its greatest effectiveness, the librarian, the board and the superintendent and his staff must work together in all activities of curriculum building. The course of study must be made with

THIS diagram of the *seismograph*, fully described in the New Merriam-Webster, explains how earthquakes are recorded. Hundreds of other illustrations and articles describe many kinds of scientific measuring instruments. You will find complete information or thousands of subjects in the New Merriam-Webster. 600,000 entries—122,000 more than in any other dictionary.



WEBSTER'S NEW INTERNATIONAL DICTIONARY Second Edition



3,350 pages • 12,000 terms illustrated • Over 13,000 biographical entries • 35,000 geographical entries • Thousands of encyclopedic articles • Synonyms and antonyms. Write for free, illustrated pamphlet containing specimen pages, color plates, and full information.

G. & C. MERRIAM CO.
Springfield Mass.

the resources of the library definitely in mind and the library collection must be built in terms of the specific needs of the course of study.

Difficulties inevitably arise when drastic changes are made in the course of study without allowing a period of preparation on the part of the library. In one county, a sudden transition was made from a traditional type of program with the same text book in the hands of every child to a child-centered type of program centered around large units of life experience. The county librarian was not invited to sit in at any of the meetings where these plans were made. She suddenly found herself with demands confronting her entirely beyond the assets of the library. Her shelves were crowded with thousands of copies of supplementary textbooks and teachers were asking her for material which would be useful in developing a unit of work on the Vikings, on how cotton has effected the life of people in various parts of the world, on the Antarctic expeditions, on Japan, on India, on how men live in a machine age, on the growth of city life in America, on how records have been kept through the ages. She was bewildered as well she might be; the teachers were harassed by the situation they found themselves in and the county superintendent developed an acute feeling of dissatisfaction with the service from the library.

The introduction of a new course of study should be a gradual one. Not only is time needed for teachers to grow in understanding of the new philosophy of education but time is also needed to be sure that the library can supply the materials necessary to carry on an integrated program effectively.

Adequate Expenditure for Library Service

The fact that more questions have come to me about the county library service to rural schools in the years since 1930 than in the years immediately prior is easily understood when one studies the budget for school service before and after the depression. Before 1930 approximately 60 per cent of the county libraries were receiving $40 or more per teacher for service. In 1933-1934 only 14 per cent were receiving this amount. In 1930 only 2 per cent of the counties were receiving as little as $25 per teacher while in 1933-1934 32 per cent were receiving this amount. During this time, too, it is significant to note that school executives were making increasing demands for service upon the library in putting into operation the new curriculum.

There is an old and ugly adage about the construction of silk purses out of the organ of hearing of members of the family of swine which is applicable to this situation. It costs money to provide the service of books necessary for the modern program. No county library can operate effectively on less than the $50 allocation for teachers and indeed it should be augmented as rapidly as possible. A reasonable budget for rendering the service should be borne by the school. This question of overhead has been a sore one in some county organizations and it is not appropriate to reopen it in this connection but there seems every justification to believe that the school service should bear its just share of operation expense. In some situations this has been so high as to jeopardize the continuation of the service but in the specific cases I have examined, I am of the opinion that overhead up to 25 per cent of the total receipts for school purposes can be amply justified.

Need for Closer Co-operation Between the Library and the Classroom

I am increasingly impressed with the importance of getting the books and the children together in the most effective way. Perhaps the major responsibility here should rest with the teacher but in some counties the county librarian has done yeoman service which has greatly influenced the prestige of the library and has brought about more effective use of the service. Again I can see three major ways by which this may be accomplished.

Development of a Suitable Environment for the Use of the Books

The work of some of the county librarians in securing teacher and pupil co-operation in the development of school and classroom libraries has been noteworthy. The library corner or the separate classroom devoted to the library are coming to be accepted features in the progressive school. In certain counties the librarian has done much to stimulate the planning and making of a suitable place for the enjoyment of books. In this work, the rural supervisor should and usually will co-operate whole-heartedly.

Pupil Management of the School Library

The whole philosophy of modern education centers around the idea that children "learn to do by doing." One of the best ways we can develop love and reverence for books is to give the children a responsible part in their care. In many rural schools, the children are taking entire care of the library under the teacher's guidance. They are responsible for keeping the library corner in order and books neatly arranged on shelves; for checking books in and out; for managing their book club; for collecting and classifying fugitive materials; and in general performing the thousand and one services essential if children are to get the greatest usefulness from materials.

County Librarian Leads Children to a Love of Books

After all is said and done, teaching is a personal thing. It takes place between two individuals. One knows and appreciates the other is willing to learn. The librarian must play the role of teacher in meeting the challenge of the new curriculum. The librarian knows children's books and has because of taste and training developed high standards of appreciation. It would be difficult to estimate the influence the librarian has in the child's education by the little talks she may give when she visits the school. Again, many librarians are making great use of this opportunity while others have not yet realized its possibilities.

In conclusion, the success of the library service will depend upon the degree of understanding the various school officers have of the importance of the service and their willingness to establish their own proper relation to it. It has been said that the most imporant thing the school does for a child is to teach him how to read, but this does not mean the mere mechanical skill. The school must lead the child to develop an invincible love of reading as one of life's greatest privileges. What greater service can either teacher or librarian render?

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(Formerly California School of Arts & Crafts)

FALL TERM NOW IN SESSION

PROFESSIONAL training for congenial life work in advertising art, illustration, costume design, interior decoration, the fine arts, and teaching art in the schools (state accredited course). The Bachelor's degree is granted in Fine Arts, Applied Arts, and Art Education.

SPECIAL after-school art class for teachers. Also special evening classes in the arts and crafts. Saturday morning art classes for children and adults.

Write F. H. Meyer, President, for Catalog.

Broadway at College Avenue
Oakland, California

BOOK WEEK

"BOOKS TO GROW ON—The Modern World for Young Readers" is to be the theme of the 1936 Book Week, November 15th to 21st. In keeping with this theme, school programs and book exhibits will emphasize the wide range of books now available which are concerned with contemporary themes and give children an excellent historical and factual background for living in the modern world. Critics have welcomed these new books which are unique in the history of children's reading, and the young readers themselves have greeted them eagerly, for in writing them authors have responded to the desire of the modern child for books that are closely related to the drama of life around him. Transportation, science, history, geography, exploration, the arts, government, are presented in a straightforward, readable style.

A number of ideas for school projects and displays at Book Week time are given in a new pamphlet available from the Book Week Headquarters, National Association of Book Publishers, 347 Fifth Avenue, New York, and there is a poster in four colors, designed by Jay M. Reibel, carrying the slogan for the week. Fee for poster and booklet 25 cents.

TEACHERS STUDY LIBRARIANSHIP

JEWEL GARDINER, Librarian of the Professional Library and Supervisor of Elementary and Junior High School Libraries in Sacramento, was a member of the summer session staff of the San Jose State College. She conducted two courses in the department of librarianship; one course, given for the first time in the college was called "The Library in the Elementary School," and proved to be very popular. The enrollment represented fourteen different cities and communities, one Oregon enrollment, and included twenty teachers. This is a good indication of the fact that more elementary schools are finding that libraries are an essential part of their make-up and a necessity for the modern program. The other course, "Selection and Use of Books in Schools," considered aids in book selection for both elementary and high schools, and the members of the class made detailed studies of school dictionaries, encyclopedias, and other reference books, as well as the various editions and series of books.

SALARY SCHEDULE FOR THE SANTA BARBARA CITY SCHOOLS

The need of a thorough study of the salary situation in the Santa Barbara schools arose from the fact that due to a local upheaval as well as the general depression salaries had suffered unusual and drastic cuts. There was no real salary schedule, no provision that the group would be fairly and impersonally administered. Salaries were not only low but were unintelligently distributed.

This situation was faced a year ago by the Santa Barbara City Teachers' Club. A committee was formed to make a thorough study not only of salaries but of working conditions in the light of progressive education and its requirements. Although the committee, headed by Earl Murray, numbered only ten members, so wisely was it chosen that it represented all teaching grades from kindergarten through high school, all types of teaching credentials, administrators as well as classroom teachers, five married men and five women.

Before beginning operations Mr. Murray consulted with our Superintendent, Curtis E. Warren, a man of proved democratic ideals, who lighted the torch, and from that moment gave unswerving co-operation, not always agreeing with the committee's findings, but being always open to persuasion and compromise.

The task before the committee was onerous, and required months of grueling labor, carried out with a devotion that never flagged.

At last a schedule was completed which, from the committee's viewpoint, represented equity and professional idealism. Having received the approval of the entire teaching staff, the tentative schedule was submitted to the Superintendent. After due consideration it was returned as being interesting but from a budget viewpoint, impossible. At this time the Superintendent and the Assistant Superintendent, Eldon Ford, who has charge of the budget, met with the committee.

With keen disappointment, but no sense of defeat, the committee again went to work, and a few days later called for another conference with the Superintendent. To this meeting he came, with a schedule of his own, and a double schedule at that. (The schedule of the committee was a *single salary schedule.*) After discussion, the Superintendent set his outline to one side, and accepted the committee's revised schedule as the basis for further review. After careful and detailed revision and amendment, the following schedule was presented by the Superintendent to the board, and it was adopted on May 4, 1936:

ROSENBERG'S

ORIGINAL HEALTH FOOD STORES

and Whole Wheat Bakery

Main Store — 1120 Market Street, Opposite 7th Street

Branch Store — 825 Market Street, New Commercial Market, Near Fourth Street

Telephone MArket 3303-3304

Specializing in food products for building and maintaining health

Send for Free Catalogue

Salary Schedule for Santa Barbara City Schools

Adopted May 4, 1936

Years	*Class* 1	*Class* 2	*Class* 3	*Class* 4
1	$1375	$1400	$1650	$1750
2	1475	1500	1750	1850
3	1525	1600	1850	1950
4	1575	1700	1950	2050
5	1625	1800	2050	2150
6	1675	1900	2150	2250
7	1725	2000	2250	2350
8	1775	2100	2350	2450
9	1825	2200	2450	2550
10	1875	2300	2550	2650
11	1925	2400	2650	2750
12	1925	2400	2750	2850

Class 1—Teachers having less training than requirements for the A.B. degree.

Class 2—Teachers with four years of training beyond high school. A. B. degree.

Class 3—Teachers having the general secondary credential or M.A. degree.

Class 4—Teachers having general secondary credential or M.A. degree plus 24 semester units beyond the credential or degree.

1. Salary increments shall be determined by: (a) experience outside the system and within the system, (b) professional training while in service, and (c) efficiency in service.

(a) Experience outside the system shall be counted as equal to one-half that amount in the system. Fractional years shall not count, and in no case shall credit be given for more than five years in the local system.

(b) Professional training shall consist of an average of two semester units per year, or the equivalent. Equivalent may be important travel experience; creative work in art, music, drama, literature, or in some line which will show advancement as a teacher; industrial or trade experience in a field closely related to his teaching field; important professional service, or valuable research.

(c) Efficiency of service is to be judged by the principal, supervisors, and the Superintendent. No one may receive an increment for the following year if his efficiency of service is not judged satisfactory by this group.

2. To secure the 5th, 8th and 11th increments a teacher must present six semester units of undergraduate work, or four units of graduate work, or their equivalent, completed in the last three years. These units must be approved by the Superintendent of Schools and the personnel committee in advance of taking the work.

3. To remain on the 12th level, teachers must present six semester units of undergraduate work, or four units of graduate work, or their equivalent, by the end of the 13th year of experience and six undergraduate semester units, or four graduate units each three years thereafter. Failure to do so will cause the salary to be reduced one increment each year until the units have been made up. Restoration of any increments lost will be by one increment annually. All summer school work used to satisfy the above requirements must be planned in conjunction with the Superintendent's office.

4. To advance from Class 3 to Class 4, a teacher must take 24 units of work that has the approval and sanction of the personnel committee and the Superintendent of Schools in advance of taking the work.

5. Teachers moving from Class 1 to Class 2, or Class 2 to Class 3, etc., will receive one increment above their present salary.

6. Teachers may move from Class 1 to Class 2 at the end of any school year (June 30), application to be made not later than April 15. Teachers may move from Class 2 to Class 3 or Class 3 to Class 4 at the end of each five years of service in the Santa Barbara city school system. A teacher must remain in each classification (except Class 1) for five years.

7. The Superintendent and a committee to be known as the evaluating committee, appointed jointly by the Superintendent of Schools and the president of the City Teachers' Club, shall: (a) evaluate the equivalents mentioned in paragraph 1(b); (b) determine the status of a certificated employee elected to a position in another division of the salary schedule; (c) perform any other duties assigned to it by the Superintendent in carrying out this salary schedule.

Application of Schedule for 1936-1937

1. Under the new schedule no one shall receive less than he is now receiving.

2. No teacher will receive less than a $50 increment in 1936-1937. Adjustments to the salary schedule of those who would have received less increase in 1936-1937 will be made in 1937-1938.

3. No teacher with less than two years of experience will be placed on the schedule.

4. Teachers with two or three years of experience in Santa Barbara will be given one increment.

5. Teachers with four to seven years experience in Santa Barbara, will be given two increments when said experience was initiated at the minimum salary.

6. No teacher in Class 1 will receive more than $1825 for 1936-1937.

7. No teacher in Class 2 will receive more than $1900 if an elementary teacher or $2200 if a secondary teacher.

8. No teacher in Class 3 will receive more than $1950 if an elementary teacher or $2250 if a secondary teacher.

9. All secondary teachers with less than the A.B. degree but with the special secondary credential shall be rated in Class 2.

The teaching body of Santa Barbara is enthusiastic in its appreciation of the work that the professional relations committee has done, and of the co-operation the administration has given. The system is moving into the new schedule as discretionary administration of finance dictates. Teachers are cheerfully accepting its professional demands and are in large numbers taking steps to fulfill them through plans for travel and study. Perhaps the most valuable outcome of the work of the committee is that today the administrators and the teaching force of Santa Barbara are more closely united than at any time in the past as a result of this outstanding experience in co-operative endeavor.

CHART OF CIVILIZATIONS

History visualized in an interesting and decorative form. 14½ by 54 inches, in color. For library, home and class room. $1.00 each.

M. F. GELLETLY, Harmon on Hudson, N. Y.

SANTA BARBARA FIELD SCHOOL OF NATURE STUDY

THE 1936 session of the summer nature school, conducted under the auspices of the state college at Santa Barbara, showed remarkable growth and development in its second year. A total of ninety-eight students elected courses under the various group leaders, compared with a student body of fifty-five in 1935. Twenty-five teachers from the schools of Santa Barbara city and county, sixty-eight from other cities in California, and five from other states enrolled. The interchange of ideas and viewpoints among a varied group of educators was one of the highlights of the two weeks' session.

Courses in seashore life, field botany, elementary physical science, health conservation, materials and methods, bird life, school

Harrington Wells, Director

and home gardens, and astronomy were offered by a faculty of eight specialists in these phases of nature education. The informal group meetings were held at various points of interest about the state college, ranging from trips along the seashore in bathing suits to observations from the summit of La Cumbre peak at an elevation of 4000 feet. The wide range of flora and fauna distributed over an area extending from sea level to the highest coastal mountains in continental United States offered unexcelled opportunity for enrichment of curricular material for those fortunate enough to attend this unusual school.

Two semester units of college credit were earned by those in attendance. Although conducted as a separate unit, the nature school is sponsored by the state college, and academic recognition of the work is granted by that institution. No competitive examinations were held at the field school, thus relieving students from the strain of competition for "grades" and allowing enjoyment as well as profit to each individual. Classes were supplemented by garden tours through the many beautiful estates of Santa Barbara and Montecito, illustrated evening lectures, barbecues, beach picnics, and campfire entertainment programs.

The annual "Old Spanish Days" fiesta, held each year at the full of the August moon, provided a setting rich in the lore of early days. This community project, combined with visits to the Old Mission and other developmental activities of the padres, gave many suggestions to teachers for the correlation of nature study with units such as "Mexico," "Spain," and "Early California" in the field of social studies.

An abundant program of recreation was participated in by both students and faculty. Archery, boating, swimming, golf, tennis, bowling, croquet, shuffleboard, beach ball, horseback riding and hiking over the miles of famous trails were enjoyed in the cool summer climate.

As the schedule closed on August 15, each student made plans to return again next summer to enroll in new courses and renew old friendships made around the campfires in Rocky Nook.

This unique summer course was organized and has been directed during its two sessions by Harrington Wells, professor of biology at the Santa Barbara State College. Mr. Wells is a member of the California state committee on the science guide for elementary schools. He is the author of "Pets and Their Care," "Tidepool Animals," and "The Teaching of Nature Study and the Biological Sciences." He is also the author of "Seashore Life," now in process of publication by the Harr Wagner Publishing Company of San Francisco. This delightful reader with its store of information about all the forms of life found upon our western beaches, will become an indispensable part of the beach equipment of young and old alike.

THE CALIFORNIA SCHOOL BOOK DEPOSITORY

THIS LONG established San Francisco school book firm, founded in 1920 by Harry A. Gayton and Earle G. Chandler, has moved into new quarters on New Montgomery Street. The main room is now on the ground floor, at Number One Fifty-Nine, next door to the old entrance.

The large downstairs room suggests the atmosphere of a library rather than that of a salesroom. Reading tables with comfortable chairs and lights, and book stacks well arranged and entirely accessible, invite one to linger and browse among the newest offerings from scores of modern presses. These stacks may well be to a busy teacher a quick way to find out what's new in his special subject.

The quiet hospitality of the reading room will be appreciated by the great professional group of the bay region. It seems likely that One Fifty-Nine New Montgomery may become the favorite rendezvous for teachers, especially of a Saturday morning. Who will care then if one party to the rendezvous is late? Waiting will be a joy.

The California School Book Depository occupies three floors in all to house its great moving stocks of books. In addition to its San Francisco depository, the firm two years ago opened quarters in Los Angeles, to offer greater conveniences to the rapidly increasing business from Southern California.

COLLECTOR'S ITEM

MARGRETTA MARSHALL returned from Half-moon Bay with an interesting collection of pebbles. She brought one iridescent specimen, which she thought particularly choice, to the reference division for identification. But our staff experts, with heartless geological accuracy, recognized it at once as a piece of an old whiskey bottle.—*"The Staff News Reel," Los Angeles Public Library.*

Quality Textbooks for Commercial Classes

For forty years The Gregg Publishing Company has specialized in the production of textbooks for the education and training of efficient business workers.

Extensive use in all types of schools is sound evidence of the value of Gregg books and of their effectiveness in the classroom. Their widespread use also indicates that they reflect the latest information and practice of the business world. You will appreciate the authoritative quality of Gregg books. Here are a few of our most recent titles:

Typewriting Technique (a textbook for beginners), by Smith.....$1.00

Our Business Life (a junior business training course), by Jones....$1.50

Salesmanship for Everybody, by Ely and Starch $1.40

Essentials of Commercial Law, by Whigam, Jones, and Moody....$1.40

Intensive Bookkeeping and Accounting (a complete one-year course), by Fearon $1.80

Bookkeeping and Accounting Practice, Part I (first half of a two-year course) by Lenert and McNamara $1.50

The English of Business, by Hagar, Wilson, Hutchinson, and Blanchard $1.00

Business Mathematics — Principles and Practice, by Rosenberg.
Essentials or Intensive Course $1.20
Complete Course $1.40

An Introduction to Transcription, by Adams and Skimin $0.60

Commercial teachers and school executives are cordially invited to write our nearest office for our complete list and for free examination copies of books being considered for adoption.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

WESTERN SCHOOL NEWS

Hanford Joint Union High School made several changes this year. One of the most welcome, according to Miss Edith Schoeder, the librarian, was the enlargement of the library to double its former capacity. A glassed-in private office completes a quite perfect library situation.

Mr. Jacob L. Neighbor, the principal, and Robert I. Montgomery, the vice-principal, as well as the student body are justly grateful to have the new stadium completed this summer. It is built of steel and concrete, and has a seating capacity of 3000. A quarter-mile track and a 220-yard straight-away are ready for use.

The athletic field is sodded. A new well in connection with the stadium will keep the tracks and sod in excellent condition. This well makes the third pressure system for the school plant.

Three new tennis courts and the resurfacing of two old ones completed the preparations for the opening of the fall term. The stadium was built partly from SERA funds and partly from district funds. The Hanford High School is a beautiful plant beautifully kept up.

Visalia Union High School under Superintendent De Witt Montgomery opened with an enrollment 100 higher than last year. The total elementary school figures with 1446 attending this year, showed an increase of 52 over last year.

Superintendent J. E. Meadows of Kings County has issued a large and attractive calendar of school holidays to be observed during the year. School is dismissed on some of them, but the school program is to include observance of the holiday either on its actual date or prior to it. The new state holiday, Cabrillo Day, has not been overlooked. It is interesting to note that on Good Friday schools are dismissed throughout the county. This, Mr. Meadows states, has been the custom for a number of years.

In Kings County a new extensive course of study gives the teachers an excellent program from which to work throughout the year. Definite plans are provided for using the wide variety of materials now furnished by the state department of education. Special emphasis has been laid on a study of the fine arts.

INSTITUTE OPENS THE SAN FRANCISCO SCHOOLS

The perennial question, how best to comply with California's law requiring a three-day teachers' institute annually, seems to have reached a happy solution in San Francisco. Under Superintendent Lee the innovation was made to break up the traditional three days of consecutive sessions into three separated days.

The term opening of the city schools on August 24 was the occasion for this second observation of the one-day institute. The morning session was addressed by J. P. Nourse, Superintendent of City Schools; C. H. Caulfield, president, Board of Education; Vierling Kersey, State Superintendent of Public Instruction, and Paul Cadman, consulting economist.

In facing the problems of the coming year it is significant that the theme of the speeches centered upon the moral responsibilities of the schools. Time was when the duty of the public schools was summed up in its program for imparting information and disciplining the growth of intellectual skills. The molding of character and the training of children in a code of ethics and behavior was a responsibility left with confidence to the home and the church.

It is characteristic of the courageous good sense of Superintendent Nourse that he recognizes the passing of this old order and accepts for his school the duty that seems to be no longer adequately fulfilled by home and church. He said, in part, "To such an extent has character training been accepted by the school that when a pupil commits a wrong, the public looks for redress, not to the parents, but to the teachers. The fault is charged to the schools rather than to the home. . . . . We are proud to be placed in this first line in the contest against crime, against lax morals and loose living" But Superintendent Nourse recognizes also the importance of the "second line of defense, the parents and patrons of the schools, the churches, and all organizations having for their purpose the building of youth. The third line must be those who constitute the strength and support of every good cause in the community, those who furnish the supplies, the taxes, and the good will of the community." Thus he tied together his appeal to the teaching force and to the community as a whole to work together in the task of character building, the first and greatest of the tasks laid upon the public schools.

The address of Mr. Caulfield sounded the same note again, the responsibility of the schools for social order and stability. "The schools have a large part to play in character molding. We must recognize the fact that today's criminals are but little above the age of majority. The church and the home must make their important contributions to the complete training of the child; and the schools, it would appear, can do their part no better than by inculcating in the youthful mind a sound respect for lawful authority. . . . . The inculcation of this respect, and the maintenance of discipline is a truly essential part of the school problem."

As president of the Board of Education, Mr. Caulfield reported to the teaching force the accomplishments of the board in carrying out the city's building program. Among the units reported upon was the Sunshine School, which will be one of the most modern and complete of the health schools of the United States.

SUMMER SESSION IN THE REDWOODS

Humboldt State College closed a successful summer session on July 31. A special feature of the session was a one-week educational conference on rural school affairs, in which problems to be met with in one-room rural schools were discussed under the leadership of experienced educators. A number of teachers enrolled especially for this conference. Instructors for the conference were President Arthur S. Gist, Miss Frances Giddings, vice-principal and supervisor of the Fort Bragg Union Schools, F. R. Leonard, rural supervisor of Mendocino County, and Percy F. Woodcock, rural supervisor of Humboldt County. A demonstration school was conducted on the campus each morning of the summer session.

Among the visiting instructors in addition to those for the educational conference were Dr. Clarence Osborn of Stanford University, Dr. Leon W. Fuller of Chico State College, and Miss Ella E. Clark of the State College of Washington.

As is customary at Humboldt, an extensive program of outdoor recreation and week-end trips to scenic points in Humboldt County was conducted again this summer, the recreational program being this year under the direction of Mrs. Monica W. Hadley of the regular session physical education department.

ALBANY SCHOOLS

John Franklin West, Superintendent of the Albany schools, on September 5 advertised for bids for the third unit of the permanent concrete building for the Albany High School. The first unit consisting of nine class rooms of reinforced concrete was used for the first time at the opening of the fall term of '35. The second unit erected during the spring of '36 is now open for use. The second unit consists of nine class rooms in addition to machine shop, auto shop, wood shop, and a room for mechanical drawing.

The third unit will consist of administrative quarters, study hall, councilors' rooms and three class rooms, a chemistry laboratory, physics laboratory, and a large cafeteria in the basement. The government has made a grant of $28,602 to finance part of the construction. The government also contributed to the second unit, but not to the first.

An auditorium, gymnasium, music hall, etc., are planned for future units. There is steady growth in Albany and Superintendent West is keeping pace with this growth in the gradual development of a modern, well equipped school plant. Mr. West has had a wide and varied experience in the field of education. He knows school administration from almost every angle. He was at one time head of the mathematics department of the State College in San Diego, later County Superintendent of schools in San Diego, and City Superintendent of Pasadena.

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 Crocker Building, Garfield 1346
Residence: 450 17th Avenue, Everegreen 1560
San Francisco, Calif.

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
Phone: SUtter 2980

BOOK REVIEWS

OUT OF IOWA, by Van Meter Ames. Henry Harrison, publisher. Price $2.

This little volume may well be of interest to California teachers, because the author is a teacher and because, traditionally, most Californians came out of Iowa! In so far as the tradition is true, the opening portions of the poem will bring a host of nostalgic memories. The writer is professor of aesthetics at the University of Cincinnati, so this first essay in the field of poetry puts him upon the other side of his professional fence, no longer the critic but the object of criticism. The sound homely beauty of his verse insures that it will successfully endure ordeal as a target.

The Henry Harrison Publishing House specializes in poetry, and includes in its recent publications several other volumes of interest to Californians, among them "California Poets, an Anthology of 244 Contemporaries," "Lights Along the Road," by Jack Greenberg, a Los Angeles lawyer, and "More Power to Poets!" by Lucia Trent and Ralph Cheney of Sierra Madre.

STANFORD HORIZONS, by Ray Lyman Wilbur. Stanford University Press. Price $2.

This is a collection of addresses made for the most part to the graduating classes of Stanford from 1916 to 1935. It includes President Wilbur's inaugural address in 1916, and several notable speeches made at convocations of national importance. To the hosts of young people who have passed through Stanford's portals during the twenty years covered by this collection and who have had the privilege of knowing President Wilbur, this volume will embody in lasting form their memories of a great leader who helped to shape their lives.

EXPRESS AND STAGE COACH DAYS IN CALIFORNIA, by Oscar O. Winther. Stanford University Press. Price $2.25.

A solid piece of historical research dealing with a theme that has for the most part been overlaid with the glamor of romantic adventure. Under the romance was a great historical movement, worthy a trained historian's research. Under the meticulous treatment of scholarship the old romance contrives still to flash its irrepressible gleam.

THE TEACHING OF PHYSICAL EDUCATION, by Jackson R. Sharman. A. S. Barnes & Co., publishers. Price $1.60.

Covers thoroughly the entire school program for physical education, with consistent balance between the importance of individual differences and the value of group participation.

FOUNDATIONS OF CURRICULUM BUILDING, by John K. Norton and Margaret A. Norton. Ginn & Co., publishers. Price $3.

This is an important piece of work—a clear trail blazed through a jungle of theory and practice, a jungle where today the growth is so prolific that the view of the forest is lost among the crowding trees. The authors bring to this work the competence of years of experience in curriculum building, and a point of view balanced between appreciation of conservative values and of the need of change in method and material to integrate the schools and the social realities of today.

Over 35,000 teachers belong to California Teachers Association

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service organization which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for meetings and conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, SIERRA EDUCATIONAL NEWS.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments. Through unity comes power to accomplish desired results.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION
State Headquarters: 155 Sansome Street, San Francisco

PUBLIC LIBRARY
PERIODICAL DEPT.

OCTOBER, 1936

THE WESTERN JOURNAL of EDUCATION

HARR WAGNER
1857 - 1936

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLII, No. 10 | SAN FRANCISCO, OCTOBER, 1936 | PRICE 15 CENTS

TABLE OF CONTENTS

HARR WAGNER: BIOGRAPHICAL NOTES . . 3
Morris Wagner, daughter of Harr Wagner.

ANNIVERSARY (To Harr Wagner) 6
Madge Morris Wagner.

A MEMORY 6
Vierling Kersey, Superintendent of Public Instruction, State of California.

A PIONEER SCHOOL ADMINISTRATOR . . 7
Hugh J. Baldwin, former Superintendent of Schools, San Diego County.

A PIONEER SCHOOL JOURNALIST 9
Roy W. Cloud, Editor, *Sierra Educational News.*

WHEN HE WENT ON 9
Alice Richards Salisbury.

A PROPHETIC VOICE IN EDUCATION . . . 10
James Ferguson, Principal, Jefferson Union High School, Daly City, California.

A PIONEER SCHOOL BOOK PUBLISHER . . 11
Selden C. Smith, Pacific Coast Manager, Ginn and Company.

A PIONEER PUBLISHER OF WESTERN LITERATURE 12
Arthur H. Chamberlain, Editor of the *Overland Monthly*, San Francisco.

CONTRIBUTIONS TO WESTERN LITERATURE 12
Joseph Henry Jackson, Literary Critic, *San Francisco Chronicle.*

A FRIEND OF POETS 13
Ben Field, former President, League of Western Writers.

PRESIDENT OF THE SEQUOIA CLUB . . . 14
S. M. Hazlett, member of the Board of Directors, Sequoia Club, 1910-1936.

THE TRIBUTE OF THE SEQUOIA CLUB . . 14

JOTTINGS OF A TRAVELING BOOKMAN . . 15
W. M. Culp.

LIBRARY NEWS DEPARTMENT 16
May Dexter Henshall, County Library Organizer, State Library.

SUGGESTED UNITS FOR BOOK WEEK . . . 17
D. L. Hennessey, Principal, and Elizabeth Patton, Librarian, Garfield Jr. High School, Berkeley, Calif.

WESTERN SCHOOL NEWS 19

HARR WAGNER PUBLISHING COMPANY
Publishers since 1882 -:- Incorporated 1916

WESTERN BOOKS BY WESTERN AUTHORS
SCHOOL TEXT BOOKS BY WESTERN SCHOOL WRITERS

609 Mission Street

San Francisco California

"Westward the Star of Empire Takes Its Way"

THE WESTERN JOURNAL OF EDUCATION
HARR WAGNER, *Founder* — MORRIS WAGNER, *Editor*

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

HONORING HARR WAGNER

Founder of

The Western Journal of Education

Editor 1895-1936

HARR WAGNER: BIOGRAPHICAL NOTES

By MORRIS WAGNER

Harr Wagner, for forty-one years owner and editor of the Western Journal of Education, passed away in the early hours of June 22 of this year. He died after a brief critical illness. Although he had not been in good health for nearly a year, he had been daily at his office.

His final illness occurred within a few days after his return from a family reunion in Pennsylvania. He is survived by two daughters: Pearl Wagner Johnson, wife of former Senator M. B. Johnson, and Morris Wagner.

For nearly sixty years he was connected with the educational and literary life of California as publisher, editor, author, and lecturer. His passing takes from active service in these fields one of the older generation, a vital link with California's early history. To the younger people of the state, he is only a name; to the older ones, a vivid personality.

We feel those lives he touched but lightly may be interested in his story; we know that his friends will be. With these friends in mind, we pay tribute to his passing, with this number of the Journal devoted to his life and his memory.

Harr Wagner was born on a farm in Pennsylvania of Pennsylvania Dutch stock in 1857. He was one of a family of six. There were two older brothers and a sister and one younger sister. Of this family group, he is survived by one brother, Reverend E. R. Wagner of Dayton, Ohio, and his younger sister, Jennie L. Havice of Montara, Calif. The Pennsylvania Dutch are a strongly clannish people, and Harr Wagner was devoted to his brothers and sisters.

Being the youngest of four brothers, sensitive and a dreamer, he was the victim of much tormenting in his childhood. His mother and older sister defended and comforted him. Out of this experience may have come his championship of women, in business, as writers, and as school administrators. He wanted to see them achieving success in what during his early career was considered a man's field.

His early childhood was spent on the farm with only twelve or fourteen weeks of schooling each year. His days were crowded with hard work. His father was a well-to-do farmer but children of those times were the "extra hands" of their hard working, thrifty parents. He always loved the rain, and a great contentment would come over him with the coming of a storm. He gave as a reason for this the fact that from the time he was able to walk around and carry things for someone, he was never allowed to play except on rainy days. Then and then only came leisure and games and books.

As the older boys grew able to handle much of the farm work, the father began to drive through the country buying and selling sheep and cattle. He took his small and youngest son with him. Strange houses, strange beds, strange people, and a sense of adventure, movement and action. A memory of the distant guns of Gettysburg!

He tells of the great depression that followed the Civil War and brought an end to the business of buying and selling. Finally at fourteen, with very little schooling, he was working for his oldest brother in a lumber mill hauling logs, twelve and fourteen hours a day. Snow and cold and no money!

He said that one day quite suddenly he felt there was something else in life somewhere for him. The vivid imagery always in his mind took shape in action. He hauled his last log down the mountain, drove his team to the barns, and walked to the nearest town. At the railroad station he laid 42 cents, all that he had in the world, on the counter saying, "Please, I'd like a ticket for as far as this will take me."

He boarded his first train and rode to the end of his 42 cents. Getting off the train at a small station, he took a road out into the country again, and at farm house after farm house said, "Do you want a boy to work?" Always the same answer, "No"; for it was winter. Boys were wanted only in the spring and summer. At last it was almost night, snow on the ground and his high courage waning. He came to another farm house. A friendly smoke in the chimney, a light in the window! At his now almost timid knock, for he was scarcely fourteen, and the world was wide and cold and very lonely, a man opened the door. A rush of warm air fragrant with the evening meal came from the lighted room behind him. Kindly eyes peered at him over spectacles, "No, I don't need a boy to work!" Perhaps the night, perhaps the wistfulness in the boy's face, prompted the rest of the sentence, "but can you play checkers?" Blessings on the rainy days! He could play checkers and play well. This good man kept him overnight, and next day sent him to his brother who did "need a boy." This farmer was something of a scholar. Through his friendly help, the youth was able to go on with his studies, and at the age of seventeen to pass the examinations which gave him a certificate to teach. He obtained a school, at the munificent salary of $22.50 a month! He paid $2.50 for board and sent half of what was left home to his mother.

He taught school in winter, worked in the fields in summer, studied and saved. The ambition that became a sudden urge to action was now centered in the hope of a new kind of life that meant *books* and *schools*. Finally he had saved enough to go to Wittenburg College. Here his brother, later to be a minister, joined him. At first he milked cows and took care of a horse and buggy for his room and board. The Wittenburg freshmen were not kind and little social opportunity was given him.

Through a good friend he and his brother were started in a picture enlarging enterprise that was to net real money. So successful were their own efforts in their vacation months that they were able to put other boys out on commission, and the two brothers soon had a substantial income. There were no more chores. Always a lover and admirer of animals and insistent that others should give them good care, he disliked chores to the end of his days.

His gifted pen and his dominant and exuberant spirit soon gave him a place in the college life. He became editor of the college paper. From that hour to the hour of his death, with the exception of perhaps one month, his name appeared on some

periodical as *Editor*. In addition to his editorial work, he became during this period a correspondent for the Scripps *Cleveland Penny Post* and the *Cincinnati Penny Post*, predecessors of the present Scripps-Howard papers. This association strengthened his preparation for his life work, journalism.

Perhaps it was the hardship of his early college days or perhaps it was the temperament with which he was born, but always throughout his life, the under dog, the fellow who wasn't dressed just right, and the man with a bright idea that no one else would listen to, was my father's friend. The struggling institution, the struggling man, anybody in trouble, these people won his sympathy, his aid, his advice, often his last dollar. When that was gone, there was still his patient and sympathetic ear. Always he would open his door to anybody's knock. Any room in which he stood was filled with the warm air of sympathy, and the stranger did not even have to play checkers to get in!

At the close of their college career, the two brothers had accumulated enough money to take them to Europe to study for a year. They were fired each with his own ambition: one to serve through journalism and teaching, the other through the church and his preaching. Always before in his life, things had just happened without any special plan except going forward to see what lay around the corner, but now a plan was made, dreams were to come true. Then for the first time the harsh reality of dishonesty, of crime, was borne in upon him. All the savings, more than $1000, stolen! Europe was off. Not until forty years later was he destined to go and then alone. He made the journey, not to study or to learn to teach. He was approaching seventy. Life had taught him much in his own land, but he wanted just for a few hours to breathe the atmosphere of the Old World and to take the pilgrimage of which he had always dreamed. He wanted before he was too old to visit Stratford-on-Avon and to be in Bethlehem on Christmas Day. These things he achieved at last.

The Young Editor, 1881.

During the closing days of his college career someone gave my father a copy of Joaquin Miller's, *Songs of the Sierras*. He was thrilled not only with the poetry but with the country it described. He always maintained that, "In the last analysis, it is trifles that rule our lives and shape our destinies. Had I not been given that copy of Miller's, *Songs of the Sierras*, I doubt that I should ever have chosen California as my adopted state."

So it was that his mind was turned suddenly from the Old World and further study to the lure of the west, its picturesque beauty and its poetry. Mark Twain, Bret Harte, these were names on every tongue! He would go west and seek adventure not in the gold fields, but adventure in the field of western literature. Today his small catalog of books bears the title, *Western Books by Western Authors*, and, as trademark, an Indian gazing at the sunset, with the words of Berkeley, "Westward the Star of Empire takes its way."

A colony train brought him direct from Wittenburg to San Francisco in 1881. The last job he ever had in which he worked for someone else was soliciting advertising for the *Pacific Rural Press* during the first month he was in San Francisco. He had been advertising manager as well as editor of his college paper and he knew farms and farmers. He just walked away with the advertising! In three weeks the paper owed him $500 in commissions. It was too much! The editor wanted to put him on a salary. This my father would not consider. Moreover he was not content with the job of getting advertising. He wanted to edit something, to do creative work. He had heard there was a paper down in Hollister for sale. He collected his $500 from the *Pacific Rural Press*, and bought the paper, but neglected to look into the politics of the situation. James P. Davis, present principal of the high school in Hollister, tells me that his father and uncles were then the strong men of the county. They were dyed-in-the-wool Democrats, in fact there just weren't any Republicans in Hollister at that time. My father was a young, ambitious, hot-headed Republican fresh from college. The combination created a community furore which endured for two months. Finally the citizens were forced to buy the young editor out, and he returned to San Francisco with a little more money than he had had when he left.

With this money he purchased a paper called *Vanity Fair* which was in the last stages of passing out of the picture. Even his young ambition could not restore it. A few months later, the *Golden Era* was for sale. He bought it and he always said he bought its debts, too! He combined this with *Vanity Fair* and in 1882 changed it to the *New Golden Era*. He was editor, advertising manager, sometimes chief contributor and always subscription agent! He had a little office on Montgomery Street. Here he labored over his desk part of the time and then went out through the Sacramento and San Joaquin Valleys securing subscriptions. To drive with him through California in his later years was a rich experience. Crossroads and towns everywhere recalled to him amusing anecdotes of these early times. Often he had to get a paid subscription to get the money to eat or to get out of town! These were days of struggle, but they were days of the thrill of achievement and independence and youth.

The early literary lions of California had left the west. Mark Twain and Bret Harte had once written for the *Golden Era*. My father always hoped some great writing would come to his columns, that some new authors would rise in the west. When he heard that Joaquin Miller had returned from London, where he had won fame, my father had the courage to send him a letter asking him to write for the *Golden Era*. Joaquin did not answer, but one day my father looked up from his desk, four flights up in the dingy little building on Montgomery, looked up directly into the bearded face of the great poet. "Well, boy, I'm here!" My father was thrilled and frightened. He was poor and struggling with his paper. He said, "But, Mr. Miller, when I said I'd pay you 25 cents a line, I failed to tell you I could only pay for a hundred lines!" Miller was pretty well upset. He had just lost all his fortune in a stock market crash. He needed money! But he liked my father. "Well, boy," he said, "I like your frankness! But I can't live on $25 a month!" He agreed, however, to write prose for him at 25 cents a line and to *give* him all the poetry he wanted without charge. Joaquin was generous with the money he made from the sale of poetry. He "lisped in numbers" without any difficulty, but prose came hard. He lived up to his agreement with my father, so exactly in fact that when the *Golden Era* was moved to San Diego, Joaquin sent his prose down by mail C. O. D.!

About this time, Ambrose Bierce was coming into prominence as a writer and as editor of the *Wasp*. He was a cruel and caustic critic. One of his biographers tells of his ability to discourage young writers beyond hope and cites as one example, Harr Wagner, author of a novel, *The Street and the Flower*. The biographer states, "Wagner was clever enough to publish these scathing criticisms in his own columns, *The Golden Era*. They created an interest in the book, which sold well." But the biographer says to prove his point, "Harr Wagner never wrote another novel!"

Soon there began to come from out on the plains of the San Joaquin Valley to the young editor's desk, lovely bits of poetry. Lyric, merry, sad, and sometimes tragic, they ran the gamut of human emotion and they came from the pen of a young girl of the plains. From time to time over a period of several years

they were sent to the *Golden Era,* and through these years letters were exchanged between the author and the editor, letters which grew more and more friendly. Then her contributions began to come from San Jose and stories and articles under the same name appeared in the *San Jose Mercury.*

Later the *San Jose Mercury* received its reports on the state legislature at Sacramento from the pen of this young author, the first woman court reporter in California. Finally she appeared in San Francisco to write for the *San Francisco Call* as well as the *Golden Era,* and it was here that Madge Morris and Harr Wagner first met and were married.

About this time San Diego leaped suddenly into prominence in what was called "the boom year." Property was high, buildings were going up, a city was growing rapidly. The city fathers desired a literary paper. With numerous enticing offers, they persuaded my father to move the *Golden Era* to San Diego. Here his interest turned again to schools. When he became County Superintendent of Schools, Madge Morris, his wife, became the editor of the *Golden Era.*

His San Diego activities ended with the collapse of the boom and his final defeat as County Superintendent. His administration, with all its innovations, increased salaries, and constant championship of increased funds for education, was too much for a city deflated after a boom.

He returned to San Francisco. Here he joined the Whitaker and Ray Publishing Company and began his first school book, *Pacific History Stories.* His interests turned to writing and publishing for schools. He reorganized the *Golden Era,* creating out of it the Western Journal of Education. With the aid of Mr. Ray of the Whitaker and Ray Company, he secured from the State Department of Education a subsidy to provide the Western Journal of Education as the official organ of the State Department of Education to the teachers of California. It remained the official publication until 1912.

The Young Poet, Madge Morris.

The old *Golden Era,* established in 1853, a magazine devoted to the poetry, essays and fiction of western writers, became a magazine to carry on the struggle for the advancement of education in California. His editorial advisory board was made up of names to conjure with: John Swett, his close friend and our greatest California educator; Charles C. Van Liew, then president of the Chico State Normal School and later a representative of the American Book Company, now on the editorial staff of Macmillan; Morris E. Dailey, president of the San Jose State Normal School; David S. Snedden, Department of Education of Stanford University; and Ernest Carroll Moore, his life long friend, then of the Department of Education of the University of California. The State Board of Education of that time for which the Western Journal of Education was the official organ, consisted of the governor, president of the University of California, the presidents of the state normal schools, and the superintendent of public instruction.

Harr Wagner now began a career of public life which included institute speeches and the lecture platform. He wrote many lectures and made numerous tours through the western states. He traveled with Joaquin Miller as his manager throughout the United States. It was on these tours that he met James Whitcomb Riley and other great men of those years.

In these years he confined his interest in books largely to the school field, although he was instrumental through his connection with Whitaker and Ray Company in the publication of *Matka* by David Starr Jordan, later selling his rights in the book to the World Book Company. He was instrumental also in the publications of Jordan's *Care and Culture of Man* and Theodore Roosevelt's *Realizable Ideals.*

During this period of about fifteen years although his main interest was in the schools, his books, and editing his paper, he was at the same time developing interests in a rubber plantation in Mexico and opening up the townsite of Montara. He was vitally interested in these many divergent activities and was often on the edge of making a fortune. He was always intent upon some project and busy. (But not too busy! He could always stop to read somebody's poem or hear his story.) Not until 1916 did he give up hope in what one might call his avocation, that of trying to make a fortune, and turn wholly to publishing, not just as a money-making venture, but as a way of living. He was then sixty years of age.

He bought out the Whitaker and Ray Company and organized the Harr Wagner Publishing Company. It was shortly after this that the first illness of all his life occurred. He spent one whole year in hospitals, undergoing four capital operations. He returned in none too certain health to a business almost swept away. Finally he made a complete recovery. He began to write again, revising his *Pacific History Stories,* writing a history of California, the life of Fremont and the biography of Joaquin Miller. All of his best work was done after he was sixty years of age.

He used to say that out of his many ventures the ones that supplied his meal ticket were the papers he had owned and edited.

His sentiment and love of poetry were equaled only by his delightful sense of humor and complete awareness of his own shortcomings. He believed to the end that a great publishing house could be built up in the west. To use his own words from an interview appearing in the *Overland Monthly,* he said, "There will always be many small publishing houses in California, but what we need is quantity production. I have been able in our pioneer efforts to turn out fine commercial and art books but we cannot compete with the large centers of the east, because we lack quantity in presswork and binding. A great book would have a large sale whether published in New York or San Francisco, but it requires a big organization and big capital to publish the average book. California authors who have best sellers will seldom contract with a local publisher. In general, we are offered only the manuscript that will not sell in the east.

"At a recent convention of booksellers in San Francisco, Gertrude Atherton said we needed a California publisher, but she gave her *Intimate History of California* to a New York publisher. I wrote her that if she would give me the manuscript of a great novel, the theme of which should be the literary and historical development of the west, I would publish it on a royalty basis and give the book national and international publicity. The average book is a failure without organization, but a great book has the world for its audience today, whether published in London or San Francisco. I believe in the near future California will be the center of many successful publishing houses, both in the field of trade books and that of school texts. Before I fade out of the picture I hope to publish in California at least one 'best seller.'"

Asked whether he had made a financial success, he replied very definitely, "No. Doctor David Starr Jordan once said to me that the way to get rich is to get the unearned increment. I tried it! I attempted to build two towns—one, Pacific Beach at San Diego, the other, Montara, in San Mateo County. They are the only two places in the state where the railroads to the towns were sold as junk! Then I directed the planting of 800,000 rubber trees in Mexico, and crude rubber dropped from $1.00 per pound to less than 10 cents per pound! However, I modestly place myself in the list of successful failures."

Asked why he considered himself a successful failure, he answered, "Well, I have been part Bohemian, part vagabond, and part publisher, editor, and author. As an editor, I have tried to create public sentiment for progressive educational leadership, but I was never a leader. I conducted at San Diego in 1891 one of the first official summer schools for teachers, but I have never been officially connected with the great summer schools of today. I fought hard in the early nineties for the establishment of regional normal schools and colleges, and now the policy has been realized in our branch universities, state teachers' colleges, and junior colleges, but except indirectly I have had no part in the growth of these institutions. With Joaquin Miller, I sponsored the first Arbor Day in California in 1887, but the trees I planted did not grow. Since then millions have been planted that grew, and forestry is a part of the policy of the people of California. I have always been a promoter of the sentiment of peace, but have lived through three wars. The college that I helped to build to teach better ethics of living is now merely a naval and military school. Do you not believe, therefore, that I should have an honored place among the successful failures!"

In spite of his great activity, he would always state that his philosophy was "nothing is as important as it seems and everyone is good or trying to be good." He accepted defeat or success with equanimity. It was said of him that he was so kind to his enemies that it was sometimes hard on his friends!

And so he passes, a man who figured indirectly but vitally for nearly sixty years in California's educational history. An educator with the spirit of adventure to change the old order; with a flare for business; something of a politician; always a poetic soul, possessed of an eternal kindness and an understanding heart.

At his passing, tributes and sympathy have come from all parts of the country. Perhaps the loveliest of all was made by an unknown man who, passing the florist's where the casket throw, a blanket of pink roses, was being made, stepped in to admire it and asked whom it was for. When told it was for Harr Wagner, he said he could not attend the funeral but might he help to prepare the roses. He stood for ten minutes working quietly, reverently, without a word; then as he turned to go, he looked up and said,

"Harr Wagner once did me a great kindness!"

Superintendent of Schools, San Diego County, 1894

An Anniversary

To H. W. BY M. M.

The tenderest, the truest, of all men art thou;
In our rough pathway thou hast ever walked ahead,
And with thy footsteps trodden smooth the way for mine.
The gracious loving care, thy lips most loving speech,
And all life's pretty courtesies that wedded ones
Forget when wanes the first white moon of love,
Thou hast observed them ever unto me,
Till thou and love and life are one, inseparable.

A MEMORY

BY VIERLING KERSEY

YOU HAVE lost a friend. I have lost a friend. Perhaps you did not have the great honor of being acquainted with Harr Wagner personally. His passing means you have lost a friend, even so. No one interested in children, in schools, in the West, in the beauty of nature or in his fellow man has escaped the real loss which the passing of this great man of the West means.

I very personally and keenly, indeed, sense the loss of a grand friend. How weak we are following the loss of such a friend. Relatives are given us, sometimes without choice; good friends we always select and bind to us with fellowship akin to deep affection.

Our weak and futile attempts to find words with which to convey our appreciation and our feeling as we think of Harr Wagner's passing are evidence that in our innermost recesses of sentiment, in our deep wells of feeling, in our very life of lives, there is a recognition of loss which suggests inadequacy—inadequacy of word to tell, inadequacy of feeling, a sense of being alone without living thoughts of him.

One of the first gripping friendships I made in my earliest days in Sacramento was with this genial, gentlemanly, well-rounded man. It was in our first conversation I found him to be a pioneer in the promotion of public education and the literature of the field. Harr Wagner was a discoverer and an encourager of talent; literary, artistic, educational. He found builders in all the rich circles of life contacts which his associates provided. The building of constructive expression of appreciations, the development of rich sentiments and the enjoyment of finer and deeper emotions were characteristic of his efforts. Great man of feelings and big heartedness—he always kept me saying "thank you" to him.

It is given to few men to be makers of history and to live to see that their work was good. Among the names that California will recall in connection with education such as Swett, Linscott, Cubberley, Keppel, Wood—there is no one who has more to his credit in a long period of service than Harr Wagner. He worked without thought of personal reward but for results that would be recognized as laying sound foundations.

Harr Wagner, dreamer of dreams which he made come true, loved San Francisco, its spirit, zest, and friendliness. The like of Harr Wagner helped make San Francisco one of the distinctive cities of America. He was the founder and the throbbing heart of the Sequoia Club literary center. His publications, pamphlets, articles and writings will live and live.

I will be lonesome for him and he can't be replaced—his memory surrounds me and I love the encouraging strength it gives.

You will know him better as time goes on—lasting recollections prove Harr Wagner to have been a valuable friend to all.

Children will grow up in our schools meeting continuously fine inspiration and noble sentiments because Harr Wagner put these in the ways of their lives.

A PIONEER SCHOOL ADMINISTRATOR

By HUGH J. BALDWIN

As my mind goes back to the days of 1887, I see the building of the Pacific Beach College of San Diego with one character standing out in bold relief as the human engine and brains of the enterprise, Harr Wagner. The school opened under excellent possibilities of success and all went well until the depression of 1889, which brought to an end this promising undertaking. The Republican Party of San Diego County at this time was looking for a candidate for the office of superintendent of schools. The business and professional men prevailed on Harr Wagner to accept the nomination. He was elected in the fall of 1890 and in January of 1891 his public school career began. Superintendent Wagner received a cool reception from the educational forces of the county as he was looked upon as an outsider, but he soon became their inspiring genius.

On assuming the office of county superintendent of schools, he immediately convened the county board of education. At that time San Diego County included the territory out of which Riverside and Imperial Counties were later formed. As representative of his home territory, Riverside, Edward Hyatt, came to that first meeting of the San Diego County Board, under the leadership of Superintendent Wagner. I myself was a member, representing the San Diego territory.

In his first address to the board, Superintendent Wagner challenged the efficiency and philosophy of the course of study then in vogue. He asserted that the accepted supremacy of mathematics in the education of children was a mistake. He insisted that it should give place to that great vehicle subject, English, for English has to carry the other topics, including mathematics. He demanded the right of way for English and he won out.

He next attacked the course of study in general. At that time there were some twenty-three subjects, (more or less, depending upon the fads or follies of each county or city superintendent or board of education) which made up the "course of study." This course of study displayed surprising variation in different localities. Mr. Wagner insisted that this unorganized material should be correlated under four heads: English, history, science, mathematics. This innovation, then quite unprecedented, has since become a fundamental approach to the problems of the course of study.

Mr. Wagner convinced the members of the county board that his plan was sound. At the next teachers' institute the new course of study was laid before the teachers and won their hearty support. When its use in the county had demonstrated its advantages, it came to the notice of other school systems of the state, and was widely adopted, thus laying the foundation for the growth of the "integrated curriculum" of later days.

The endorsement of Mr. Wagner's innovations by the leading boards of education led to his recognition as one of the strong men of the state. He was highly honored at the Riverside and Fresno conventions of the California Teachers Association.

This first year of Mr. Wagner's superintendency, 1891, saw the opening of Leland Stanford, Jr., University. As the time for his first county institute drew near, Mr. Wagner in spite of his small institute budget of $200, was inspired with the idea of asking Doctor David Starr Jordan to send him the speakers for his institute. At that time the University of California maintained an attitude somewhat aloof from the lower schools, and institutes depended on normal school staffs or other sources for their inspirational leaders. But Doctor Jordan was quick to take advantage of this opportunity to establish a contact with the schools of the state to which he had recently come. He accepted Mr. Wagner's invitation, for himself and for several of his faculty. So when the teachers of San Diego County gathered from the far off little schools of their domain, from the Colorado River, from Pot Holes, from the Mexican border, from high mountain valleys, and from the orange grove lands of the Santa Ana, they met for a feast that we today wistfully recall. David Starr Jordan, Earle Barnes and Mary Barnes, W. W. Thoburn, Melville Best Anderson! "There were giants in the land in those days!" The rare privilege of close contact with these great men was won for his teachers by Harr Wagner's bold stroke, and the institute made history.

For as summer approached, Superintendent Wagner began plans for an educational departure then new to the west, an accredited summer school for teachers. In those years summer meant vacation indeed. The campus of the university dreamed through the months silent and deserted. Teachers scattered to homes or other occupations, and minds lay fallow until the school bell of fall days called them back to the old routine. The idea of summer study, of credentials won toward professional advancement, of gatherings where great minds inspired growth and stimulated professional skills, was new in California at that time. But Mr. Wagner, realizing the opportunity offered by Stanford's friendly attitude, and eyeing the empty buildings of the defunct Pacific Beach College, was quick to sense this opportunity for teacher growth. Doctor Jordan was approached and responded with enthusiasm. A board of directors was formed, funds were guaranteed, backing was obtained from the leading school men of Southern California, and one of the first great summer schools of the west was under way.

Teachers gathered from all the west, from Colorado, Texas, and onward to the coast. Doctor Jordan himself headed the faculty, and again Stanford sent the men who made that San Diego summer school an experience never to be forgotten. (Editor's note: What would we not give, we of this later generation, to have had the privilege of following Doctor Jordan down the sandy beaches of San Diego Bay and of peering into the tide pools at the side of that great teacher and biologist?)

For three subsequent years this summer school flourished and moved to better quarters at the Coronado Hotel. Then it outgrew local facilities, and was taken over by the University of California and the University of Southern California. The summer sessions for teacher growth and training, now so deeply intrenched in our educational system, thus owe their solid foundation to Harr Wagner and David Starr Jordan.

As superintendent of San Diego County, Harr Wagner pioneered in many other fields, with results which we take for granted today, not realizing the courage and vision required in that long ago leadership. For example, at the beginning of his administration, he turned his attention to the conditions then prevailing for issuing teachers' credentials. Like the courses of study, the requirements for credentials varied in every county. Credentials were issued on the basis of examinations given by local boards, which were governed by no standards except the personal ideas of the board members. Needless to say this lack of system made it impossible to maintain adequate standards of teacher training. Mr. Wagner took the lead in dealing with this situation. He insisted that in his county, credentials should be issued without examination to graduates of state normal schools, and candidates who had not graduated from California normal schools should be given an examination based definitely on the same requirements as those of the normal school for graduation. At the next meeting of the State Teachers Association, Wagner raised this question of credential standards and precipitated a battle which continued valiantly throughout the state. Mr. Wagner's practice, initiated in San Diego County, finally was accepted throughout the state, and this was the beginning in California of the movement to raise and standardize the requirements for teaching credentials.

The emancipation of the school systems of California from city government and city politicians is one of the great achievements of Superintendent Wagner's administration. In this period many of the city councils claimed the right to dictate the financial policy of their school system. In fact the finances of city schools were controlled by the councils. During Mr. Wag-

ner's term as county superintendent, the city superintendent in San Diego, Eugene DeBurn, a hard working school man, incurred the criticism of the local politicians for certain of his educational policies, and they reduced his salary to one dollar a month! The city treasurer refused to pay him his rightful salary. With the hearty support of Mr. Wagner, the case was taken into the courts. A decision was finally given that school districts were free as such from local jurisdiction, and their affairs were subject only to their own trustees or boards of education.

Thus again Mr. Wagner led the way to a reform that we now take for granted, but that was bitterly contested in that early day.

Another innovation that came about under his leadership was his insistence that women should have a place on the county board of education. Until his time, women, who formed the large majority of the teaching force, had in general no representation on the county boards. We take it for granted today that every board of education will have women among its members.

In this day we hear about the need of "integrating the curriculum and the social environment." That was no new idea to Harr Wagner! He said to us long ago, "The history of today, social, political, industrial, and moral, is being recorded in the daily press and periodicals. Our children must have access to this history in the making." So "Current Events" was given a definite place on his course of study. From the state library allowance, he said, funds were provided that could be used for daily papers, for the local weeklies, and for the important magazines of the day, and these were made accessible to all the schools.

The kindergartens of California owe a debt to Mr. Wagner. There was at that time no provision for them in the public schools. But with the financial help of Mrs. Frank Kimball, a school trustee of National City, supported by Mr. Wagner's generous interpretation of school law, a kindergarten was incorporated in National City. Mr. Wagner made a convincing report of its usefulness to the superintendents' convention at Sacramento and a plea that the kindergarten be incorporated as part of the public school system, supported by public funds. A committee was formed to draw up a bill to establish the kindergarten and this bill subsequently was passed by the legislature.

Another progressive movement backed by Superintendent Wagner which made school history was the planting of trees by school children to beautify school grounds, roadsides and streets. Mr. Wagner by his talks at institutes and elsewhere wakened enthusiasm for this project. Funds were provided for several thousand trees, and 124 school districts cooperated in observing the first school Arbor Day in California. Some of the trees planted on that first Arbor Day still overshadow their school yards with the beauty and dignity of their long years of life.

The idea of the State Normal School at San Diego originated with Superintendent Wagner, and he gained the support of the Chamber of Commerce for the project and the endorsement of the Republican and Democratic conventions of that year. Each member nominated from San Diego County for the state legislature was pledged to work for a state normal school for their locality, and soon after that time the state established the school.

The school house as our educational center was Mr. Wagner's great hobby. When he made his official rounds of inspection in his wide territory, he did not feel that his duty had been fulfilled when he had visited the classroom to watch the work of teacher and pupils. Although weary from the long day's trip, some times fifty miles or more across burning desert land, jolting in a rough "buck-board" with an Indian driver, he always remained to gather the elders of the community into the school house in the evening, and to talk to them as a friend to friends. Here again he was, long ago, a leader in a movement that we think of today as typical of the progressive school, the use of the school plant and equipment for all sorts of adult community needs as well as for the children. The feeling of Superintendent Wagner toward the school, the feeling that he constantly expressed, is summed up in these verses, which indeed sum up no less the most modern thought of 1936—

Open the school house doors and keep them open wide,
Let the school house be the meeting place for all the country-side,
The temple of true democracy where liberty may abide.

Open the school house doors and let the people in,
Let them in to dance and sing where rich and poor are kin,
Let them in to congregate, to battle with wrong and sin.

Open the school house doors and throw away the key,
Let this be the house of the people's soul to keep this nation free,
Not merely a hall where children learn to murmur their abc.

Open the school house doors, let in the eager throng,
That the spirit of truth may spread its light and the spirit of love grow strong.
Open the school house doors, they have been closed too long.

Harr Wagner was my friend. His influence was always elevating. He had my confidence and esteem. I revered and honored him. He was my closest friend and adviser for forty-seven years. He knew me and I knew him. He was great in heart and pure in mind.

I am grateful for the finding of Harr Wagner in my journey of life. He had great influence in aiding and directing me to secure whatever success I may have won in the past half century. To know Harr Wagner was to love him, and California was blessed in his adoption. In the words of Hale—Harr Wagner was—

"Rugged strength and radiant beauty!
These were one in Nature's plan.
Humble toil and heavenward duty,
These will form the perfect man."

From the Opening Words of the "Annual Address," 1892

By HARR WAGNER
Superintendent of Schools of San Diego County

"Truth is the strong thing;
Let man's life be true."

WHENEVER TEACHERS assemble as learners it is in open recognition that perfection has not been attained. You have in a large degree acquired all the knowledge that has been applied to the art of teaching—that is all. You have not learned the thought of tomorrow. You are not familiar with the new education of next year.

The school system is not so sacred as our creeds. We hail revision. We thrive on criticism; we glory in new methods: WE WANT TRUTH.

With such an aim the art of teaching will gradually change. The educational advancement of the next ten years will be in touch with the industrial development of the nineteenth century.

Out of a large discontent with our present knowledge will come an effective approach to wisdom.

Rural Trustees

"THE UNGRADED or country schools in California are largely dependent for success upon the trustees. The office of school trustee is usually a thankless one. It is, however, the most important local office within the gift of the people. . . . Humanity has learned to have great faith in the common sense of the toilers of the land. Trustees are seldom idlers. They are workers in our brown soil, and you can generally rely upon obtaining that which is right from them. They have been trained in the University of Common Sense."—*Harr Wagner. From "The Golden Era," February, 1892.*

A PIONEER SCHOOL JOURNALIST

By ROY W. CLOUD

I appreciate greatly the opportunity of adding a few words to these tributes to the memory of Harr Wagner. It was my pleasure and good fortune to know this man intimately for thirty-eight years.

One evening late in December of 1898 I met him on a train. We were both going to Santa Rosa to attend the annual convention of the California Teachers' Association. As a youth, not having yet attained legal age, I was teaching my first year in a California school. Harr Wagner at that time had attained prominence as a writer, a lecturer, and a school superintendent. A friend introduced us. Harr sat with me for a few minutes and in the kindly, friendly way which he always manifested he asked me about my work. During the week which followed, I met him on the street and it pleased me greatly to see that he had remembered me.

Not long afterwards, as a student in Stanford University, I sold school supplies for the Whitaker-Ray-Wiggin Company. Mr. Wagner had just associated himself with that firm, and we became more closely acquainted.

After college, I was permitted to form even a closer association. I became the superintendent of schools of San Mateo County and Harr was one of our school trustees. His district embraced a small rural area of San Mateo County. Harr Wagner was the friend of every boy and girl in that district, and he wanted them to have every opportunity that was afforded to the children of the largest districts of the state. Two large schools, much larger than the needs of the district required at that time, were provided during his trusteeship and he was the largest taxpayer in the district.

Still later, it became my greater privilege to travel with him as an institute lecturer and as a real friend. I found him then, as I had always found him—helpful, entertaining, cheerful, and fine. On close association I knew that he thought of others before he thought of himself.

In recent years our association has grown through our common interest in the publication of California's two school journals. The Western Journal of Education, which Mr. Wagner founded and of which he was the owner and editor for forty-one years, is woven into the educational history of the state. Indeed, Harr Wagner's touch with the schools of his adopted state goes back even beyond the founding, as such, of his educational journal.

Boone, in his book, "Educational Organizations in California," referring to the earliest evidence of educational journalism in California speaks of "the *Golden Era*, a literary magazine dating from 1853, which reveals an inclusion along in the eighty's of considerable important school and educational material." Mr. Wagner had bought the *Golden Era* in 1881, so it was his interest in the schools which gave the old literary magazine its new and vital interest in education.

In 1895 the *Golden Era* disappeared from the stage of journalism and became the Western Journal of Education. For many years it was the official organ of the State Department of Education, and for part of that time, of the California Teachers' Association as well. After the establishment of the *Sierra Educational News* the Western Journal of Education became a free lance, dependent entirely upon its own value for its survival in the educational world.

In its editorial columns this journal has reflected the aggressive pioneer spirit of its editor. Some of the forward movements with which it was associated were the retirement and pensions of teachers, and the general effort to raise the level of training and of the salaries of elementary school teachers, and the improvement of the school houses and equipment of the elementary grades.

But perhaps the outstanding value of the Western Journal has been its monthly record of personal activities among the members of the western school field. This news was drawn partly from the field contacts of Harr Wagner himself as he traveled through the state, in his notes called "On Wheels," and from the contacts of the field representatives of the publishing company, the "Jottings of a Traveling Bookman," by William C. Culp, and "Western School News," by Morris Wagner.

But the Western Journal of Education was even more valuable as a news source because Harr Wagner's office or his lunch hour was always a meeting place for school men as they came or went through San Francisco. Mr. Wagner was always warmly and sympathetically interested in *people*. People of all ranks liked to come to him, to talk of their plans and their successes, to tell their troubles, to ask his counsel. So his finger was truly on the pulse of the western educational world, and his journal was a faithful and kindly reflection of its people and their activities.

Harr Wagner is said to have "loved gossip" but it is also said of him that he never listened to or repeated an unkind word about anybody. He made the Journal valuable to the school field because it was the reflection of his own kind and sympathetic personality.

Harr Wagner Editorial, Western Journal of Education, 1912.

"Friendship is the most valuable asset a man can have in business or professional life. No matter how hard you work; what wealth you have; what expert knowledge; what industry. It is all of no avail unless you have loyal friends to boost for you. There are men like Roosevelt who claim that service is a man's greatest asset. Service is a great asset, but it is of no personal value unless your immediate friends recognize the merit of the service and further your plans for larger usefulness. The larger service for humanity—the service that helps the whole human race—is the service of friendship in the largest sense. The man who has friends must give service of some kind, in some way, at some time."

When He Went On

By ALICE RICHARDS SALISBURY

A genial voice! Throughout his far-flung state,
In his loved city by the Golden Gate,
A host of us have claimed him for our guest
Whose word called back our pioneering West,—
Its strife and strain, its heady change and chance,
Exuberant growth, and crimson-hued romance.

A host of us, perplexed and groping souls,
Who long to rear for youth inspired goals,
Have turned for help to his sagacious thought
And listening, pondering, have been soundly taught.

Because he knew their message and could tune
His soul to beauty and in joy commune
With them, our poets loved him, and his pen
Repaid them well! A Joaquin lives again
Within his page.

But deeper loss we bore
Than loss of gifted pen and mellow lore
When he went on! The loss of twinkle bland
When we impeached him, loss of open hand
When need assailed us, loss of beaming smile
In daily meeting, loss of tender wile
For grief's distraction,—loss of well-loved Friend
Who stayed us, kindly, tolerant, to the end.

A PROPHETIC VOICE IN EDUCATION

By JAMES FERGUSON

THIRTY-TWO YEARS AGO one Saturday afternoon in July I called on Mr. Wagner in his office in the Phelan Building in San Francisco. He was writing an editorial for the WESTERN JOURNAL OF EDUCATION, of which he was editor and publisher. "Mr. Wagner, you stand for progressive ideas in education," I said. "There are some problems in connection with secondary education in California that are sorely pressing for solution. May I talk to you about them?" He smiled and extended his hand to me. "Certainly," he said. His smile and his hand clasp said more to me than his words. I was at ease in his presence. The heart of Harr Wagner had spoken. This was the beginning of a deep friendship.

The admission requirements of the university at that time were rigidly prescribed and included latin and physics for every entrant. The requirements were so rigid that a student in high school had no choice of subjects. The entire four years in high school were taken up with college preparation. Hence it was necessary for a student to know upon entering high school whether or not he intended to go to college. The high school curriculum included commercial and industrial subjects, such as shorthand, typing, bookkeeping, wood and metal work, and instruction in one or more trades. But these were not recognized by the university. This worked not only injustice upon students, but hardship upon the secondary school, and greatly limited the sphere of influence of the university.

I stated to Mr. Wagner only the facts. He replied: "College entrance requirements are too rigid. They should be modified for the sake of the colleges as well as in the interests of the secondary schools and the young people who desire to enter college. This is part of the program to which the WESTERN JOURNAL OF EDUCATION is committed. I am determined to carry on until a change is brought about."

It took many years to bring about that change, but it came. Today college entrance requirements are made not by college committees sitting alone, but in conferences between representatives of both the university and the high schools, thanks to such men as Mr. Wagner.

The requirements for entrance to the high school were equally rigid. Graduation from the grammar school or the passing of an examination showing equal attainments was necessary. The examination might be given by an official who, herself, was not a graduate of the grammar school. As a result, boys of eighteen years of age and over were often seated in school beside children of eight or nine. "This is all wrong," he said. "The high school is the place for adolescent boys and girls and its program must be broadened to meet their needs."

Today in California any boy or girl sixteen years of age or over, regardless of previous schooling, may enter the high school and take such courses as fit his needs and abilities. More, he is helped in the selection of subjects by a teacher specially trained to give vocational guidance. Thus, that which was branded thirty years ago as unprofessional conduct is today accepted as an advanced idea in education, and is made compulsory by state law.

Forty years ago there came a great cry for consolidation of schools, especially in rural districts. Small schools were closed and the children transported to a common center where the numbers would justify hiring enough teachers to conduct a so-called graded school. The movement swept like the inrolling of a tidal wave. To oppose it was to suffer educational ostracism from university circles. Few there were who stood against it. "But," said Mr. Wagner, "The proponents of this idea fail to take into account the direct effect upon the community and through this the indirect effect upon the children caused by the closing of a local school." To him the community school stood next to the church as a shrine. It brought the people together in a common cause, it raised the ideals of the community, it helped lay the foundation upon which democratic government must be erected, and it helped build democratic government. To him it was a strictly American institution which was indispensable. Mr. Wagner lived to see the tidal wave of consolidation of rural school recede. Today many of the foremost students of education accept and advocate the doctrine of a wider responsibility of the school to the local community, through which the interests of both children and the community at large are better served.

Many there are who could not see eye to eye with Mr. Wagner in his consistent advocacy of equal pay for teaching service without regard to sex or grade of position. To him the teaching of a child in the elementary school was as important as the teaching of a senior in college. He did not argue on the ground of the present required training. The importance of the task to be performed was the basis of his thesis. I remember some fifteen years ago the president of one of our largest eastern universities suggested a revision of teaching salaries in America by reducing the salaries at the bottom and raising the salaries at the top. In his opinion college professors and college presidents in particular were paid too little while teachers in the elementary schools were paid too much. This was one of the few occasions on which I saw Mr. Wagner thoroughly stirred up. He wrote an editorial in reply. It was direct and was addressed personally to the university president who made the proposition. Mr. Wagner deplored the development of what he termed an "educational autocracy" in America, which he considered responsible for such a proposition. He often said: "The school teachers of America are not paid enough." I never heard him say that college professors were paid too much.

And now school journals are beginning to print articles advocating a common salary schedule for teachers in elementary and high schools. In another decade or two the educational world may accept Mr. Wagner's idea of a common salary schedule for all teachers, including those in our colleges—but a schedule levelled up, not down.

There are many other contributions made by Mr. Wagner in my own experience, but space does not permit me to mention them.

Mr. Wagner sometimes classified himself as a "Successful Failure." I think he did this to emphasize the lines of Joaquin Miller which he loved to quote:

> "Great is the man with sword undrawn
> And good is the man who refrains from wine;
> But the man who fails and still fights on
> Lo he is the twin-born brother of mine."

I heard him referred to affectionately as the "Champion of Lost Causes." Champion! Yes; but not of lost causes. He was a man of vision—a prophet before his time. His was the voice of a John the Baptist, sometimes crying in the wilderness. He drove no band wagon, and ballyhoo was abhorrent to his nature. The man who stands for unselfish ideals does not need the plaudits of the multitudes. To him it is sufficient to know that he is right. He is willing to await the verdict of time for he lives in the assurance that truth is as abiding as the eternal hills, and its ultimate triumph is as certain as is the rising of tomorrow's sun. So it was with Mr. Wagner. He never pressed for immediate acceptance of his ideas. He was content to wait for results through the ripening process of time.

And now may I say a personal word. Harr Wagner was one of the most unselfish men I ever knew. In his loyalty to friends he was the same today as yesterday though years had intervened. Such was the friendship I enjoyed for over thirty years. I visited with him times without number. Whether in his office, at his home or mine, on the street or at the Sequoia Club which he loved so well, in the mountains or by the seashore, or wherever we might be, he was always the same lovable and loving Harr Wagner. His passing makes a lonesome place in my life.

A PIONEER SCHOOL BOOK PUBLISHER

By SELDEN C. SMITH

I am happy to join with other friends of Harr Wagner to recall, in the pages of this journal which he founded, the many fine qualities of this man, and to express our appreciation of them.

Harr Wagner and I were competitors for nearly forty years, he working for local authors and local or state publication and I working from the national point of view and against state publication, with all that these differences in business setup involves. We lunched together once or twice a month most of that time, not in restraint of trade nor for the sake of raising the tariff on school books, but because we liked each other and enjoyed an hour of fellowship with knees touching under the luncheon table. Harr liked the good things of life, but, according to my observation, was always temperate in the use he made of them.

Harr Wagner was particularly interested in publications that had to do with the West, but especially with California. An author of a California manuscript immediately aroused his interest so that I believe the catalogue of his company today includes more California authors than does that of any other publisher.

He was one of my teachers. When a man born and educated in New England comes to California he needs some one, especially if he is engaged in the publishing business, to tell him of California's contribution to literary history, of her literary stars, publishers and publications, of Joaquin Miller, of Ambrose Bierce, of Madge Morris, of Doxey of the *Golden Era*, of the *Overland Monthly* to mention but a few. Surely all of you have heard Harr when in the right mood quote quite extensively from the masterpieces which go with these names. Close your eyes and you can hear him now.

In the group of textbooks which he published, several of which he himself wrote, we can trace again the pioneering urge which marked all the activities of his life. His first school book, written and published in 1896, was "Pacific History Stories," a book that was in the vanguard of the many local histories for children that textbook presses have continued to issue in the intervening years. It was, and still is, a "best seller." But perhaps the most interesting thing about this little reader is a sentence written into the original preface, "In these stories the teacher should develop the correlation of geography, history, and literature." This was a prophetic voice in the wilderness of forty years ago, when "subjects" were taught in air-tight compartments, and the "fused curriculum" and the term "social studies" were phrases not yet even coined!

His next piece of writing, "A Western Nature Series" of little readers, was in its way, equally advanced in its point of view—that even little children should have some introduction to natural sciences, through stories of the world close about them. Forty years ago the course of study postponed "science" to the upper grades where it appeared as a formal, perhaps formidable, subject.

After the Harr Wagner Publishing Company was organized, its initial undertaking was again out in the front of educational theory. The Fairbanks Geographies, based on the "project method" which has later developed into the "unit of activity," presented in their day a point of view so far in advance of traditional methods that it took courage to launch them. Again his series of elementary readers, "Modern School Readers," was among the first attempts to give children material based on the life around them instead of the traditional story and fairy tale content that had so long held the field for primary material.

It takes not only courage but also vision for a small local publishing house to commit itself to new and untried ventures in school textbooks. Harr Wagner took the chances with faith and even a certain gusto—it was real pioneering, an expression of a fundamental urge of his personality.

But perhaps the oustanding characteristic of this man whom we are remembering and honoring was his great capacity for friendship—and what a variety of people there were among his friends from Mexico to Montana, from San Diego to Siskiyou! High and low, rich and poor, brilliant and ordinary—they all were to be found among the people whom he called friends. He was particularly friendly to those who needed his help. I recall his asking me for a loan of money but once, and then it was to borrow in order that he in turn might lend it to a poor friend of his who, I am sure, never paid it back except in gratitude. Perhaps I should add that Harr paid me promptly when the loan was due.

I am sure that he helped out many a struggling fellow man and never let his left hand know what his right hand was up to. That was his nature. He did it naturally and humbly.

We talked more than once of the end of man. I told him many times that I hoped my finis would come before his, for I would rather have the death notice he would write of me in the Western Journal of Education than any other obituary I could imagine because he was so kind. It is, therefore, with regret that I have not on this occasion some of Mr. Wagner's own beautiful words and his masterful way of putting them together so that I might more nearly express my appreciation of this kind man whom we are remembering and honoring.

Harr Wagner Editorial, Western Journal of Education, 1912

"No man or woman in favor of social justice can consistently favor a pension of $1200 per year for higher ups and only $500 per year for grade teachers. Upon what meat does higher salaried man feed that in retirement he should need more than double the retirement fund of the grade teacher who does the real hard work of the schools? The taxpayers and legislators will not stand for a pension bill proposed by high schools and grammar grade principals that provides a graded retirement rate. The answer is that Germany has a graded pension rate. This is true, but Germany is not a democracy and its government is not based on social justice. Again they say that we have a graded rate in the army. This is also true. The army, however, is a heritage from conditions that have been a protest and crime against Christian civilization. The army is wrong from an ethical standpoint and the awakened conscience of the American people will not allow the class distinction of the army to be forced on our public school system."

LIFE BEGINS AT SEVENTY

(This item was found in the "hold-over" from the issue of the Western Journal which Harr Wagner was working upon when illness struck its unexpected blow. He had confidently expected to write his best book after he was eighty.)

Tintoretto at 74 painted the vast "Paradise," a canvas 74 feet by 30.

Verdi at 74 produced his masterpiece "Otello"; at 80, "Falstaff," and at 85 the famous "Ave Maria," "Stabat Mater" and "Te Deum."

Lamarck at 78 completed his great zoölogical work, "The Natural History of the Invertebrates."

Oliver Wendell Holmes at 79 wrote "Over the Teacups."

Cato at 80 began the study of Greek.

Goethe at 80 completed "Faust."

Tennyson at 83 wrote "Crossing the Bar."

Titian at 98 painted his historic picture of the "Battle of Lepanto."—*The Golden Book.*

A PIONEER PUBLISHER OF WESTERN LITERATURE

By ARTHUR H. CHAMBERLAIN

OUR LITERARY inheritance is in no small degree the result and outgrowth of printing and publishing. The printing press has been one of the standard bearers of civilization. While the printing press did not find favor in the early New England colonies, it was making progress before Revolutionary days. In the east the development of literature far out-stripped the business of publishing. In the west at an early date the art of writing and literary growth found that publishing was making rapid strides. The debt of the west to the east must not be ignored. But it may be shown that the rapid and marvelous growth of literature on the Pacific Coast, and the great number of leading writers who found the west a fertile field for their art were given both inspiration and impetus through the development of publishing.

While the primitive New England colonies had no printing press to assist them in their earliest beginnings, the American settlements in California were more fortunate. By the middle of the nineteenth century there were a number of virile newspapers appearing in California and book publishing of a sort had its inception soon after. For the most part, however, books and magazines were brought in from the east. California writers, aside from those whose productions appeared in the few weekly newspapers were forced to send their contributions and manuscripts to New York, Boston, or Philadelphia.

The few early California newspapers were soon supplemented by an occasional periodical more pretentious in its literary offerings. And it was with one of these, *The Golden Era* that we find associated that genius of western publishing, Harr Wagner. One has but to scan the pages of the issues of that splendid exponent of the literary west to recognize the names of many of the then up-coming writers—men and women who through timely assistance and sympathy extended by Mr. Wagner when most needed, were helped and heartened to go on to more ambitious attempts.

This trait in Harr Wagner, to lend inspiration and assistance to young and striving writers, was characteristic of the man throughout his life, and may be noted, not only in the pages of the WESTERN JOURNAL OF EDUCATION, but as well in the books of general and educational nature which he later published. Wagner had a "feeling" and intuitive sense for the best in western material. Himself a student of the history and literature of the west, he was a judge of the merits of a production and could detect hidden values in a manuscript that on its surface seemed disorganized and badly written. By kindly criticism and constructive comment he would inspire rather than discourage. In this way, he assisted many writers in embryo to achieve better things and brought to light talent that would otherwise have become lost to the field of creative literature.

Cases could be cited of men and woman who had received only discouragement and adverse criticism when they had sought advice from editors and publishers. Numerous persons after a series of rebuffs have sought my advice, or presented a book manuscript, poem, or story for my criticism or approval. Many such persons I have sent to Mr. Wagner. A telephone message or note always had his attention. Somehow he found time to talk with and advise all who sought his help. These people have frequently come back to me with words of approval and admiration for Mr. Wagner and for the sane advice given them by this dean of western publishers.

One other trait must not be overlooked in evaluating Mr. Wagner as a publisher—a trait all too rare in the publishing world. He was ahead of his time in sensing public demand and the future trend of events. Whether in the field of general literature or of school books his keen insight into future needs and demands enabled him to choose wisely what other publishers waved aside as unfitted for the day and the condition.

To lead the way in book publishing means financial risks. Publishing is a costly enterprise and with sales uncertain the publisher may sustain material losses should the book not take hold of the popular mind. Wagner thus possessed the spirit of the true pioneer. With him public need came before financial return.

For more than half a century Harr Wagner wrote, edited, and published on the Pacific Coast. His literary contribution is in terms of the production of his own pen as well as in bringing to light the works of others. The foundations laid by him constitute a distinct literary inheritance and will make possible greater advances in the future.

HARR WAGNER'S CONTRIBUTION TO WESTERN LITERATURE

By JOSEPH HENRY JACKSON

WITH THE DEATH of Harr Wagner California loses one of its most sincere and most earnest workers in the local literary vineyard. For more than 40 years his chief interest was to help California writers, to promote California literature in every way he could. From the time when he became owner and editor of *The Golden Era* in 1881 to the day of his death he occupied himself almost entirely with publishing and publicizing western authors and western books.

For two of those books he deserves to be especially remembered. It was at his instigation—and in many ways his share in the work was even greater than this—that Herbert Bashford wrote, with Harr Wagner as co-author, *A Man Unafraid: The Life of John Charles Fremont*, in which the "Pathfinder," as he was called, is given his proper place in American history. Fremont is too often remembered as the politician, the general, the husband of Jessie Benton, that remarkable woman, whereas his true greatness derives (or should) from the part he played in the actual building of what is now America. Mr. Bashford, stimulated and encouraged by Harr Wagner, made his book the story of Fremont the discoverer, Fremont the geographer, Fremont the man who helped manifest destiny play its part in our expansion. And if Fremont is better understood now, it is Bashford's book with the Wagner push behind it that has brought this about.

The other volume is Harr Wagner's own *Joaquin Miller and His Other Self*, the first biography of Miller. An intimate friend of the poet, Wagner realized his essentially dual nature, the constant conflict and at the same time the merging of Miller's sensual side and his spiritual side, which was probably the chief source of his talent. As Wagner pointed out, if Miller had been able to bring about a working compromise between his two opposing natures he might never have been a poet at all. Yet the conflict was not quite antagonism. Both sides of the man were the man himself, and Wagner's appreciation of this fact will unquestionably influence all later appraisals of Miller and his work.

There are many who will remember Harr Wagner long and gratefully for his unfailing enthusiasm, for his constant willingness to help the struggling author, his insistence upon always believing the best of everybody. He said to a friend of mine one day—and to many others, I am sure, because this belief was fundamental to his philosophy of life—"Everybody is good or trying to be good." Many a man might prefer to be remembered through a line like that than because he had amassed a fortune.

A FRIEND OF POETS

By BEN FIELD

Harr Wagner—what vital activities and achievements of creative writing, editing and publishing, especially in the field of poetry, do we recall when his name is mentioned.

Harr Wagner had the soul of a poet. Although he got no further as a poet himself than being elected "class poet" at Wittenburg, he gave encouragement all through his life to those who sought to express their thought in verse.

He gave them not only verbal encouragement but even went so far as to publish many of their efforts. The first book that he published was a small paper-bound volume—a poem by Madge Morris, called the *Mystery of Carmel.*

Near a quarter of a century ago Harr Wagner came to Los Angeles to address the Verse Writers' Club of Southern California—affiliate of The Poetry Society of America in New York, and the second organization of its kind in our country. His theme was exalted poetry, that it should be true to history, true to life and suffer no debasement of expression. He published on royalty two anthologies of the work of this organization—a gesture that illustrates the kindliness of the man.

How many times have his friends been made welcome at the Sequoia Club, rendezvous of poets, which he founded and presided over for a quarter of a century and more! And there, or perhaps gathered at a cafe table on my return from the South Seas or Panama or Hawaii, he would ask with his endearing smile, "Ben, will you read your Camino Real poem?"

Four lines of this poem were favorites of Harr's. He used them in his own book, "California History."

Half the length of California
In the sunshine and the shade,
Past the old Franciscan missions,
Runs the road the padres made.

But his favorite of all poems was Joaquin Miller's lines—

"In men whom men condemn as ill
I find so much of goodness still,
In men whom men pronounce divine
I find so much of sin and blot,
I hesitate to draw a line
Between the two, where God has not."

When you talked with Harr Wagner about a volume of poems paying money profits, he would reply in this vein, "Well, I hope it will pay, let us feel assured it will pay expenses at least, and something, too, for the publisher's overhead and work. But, my friend, we know it will pay in inspiration, in sweetness and uplift, for true poetry is the highest expression of art."

Yes, he would have said something like that and he probably would have added "Ina Coolbrith and Edwin Rowland Sill and George Sterling and Madge Morris and Joaquin Miller and Edwin Markham did not write poetry for money profits. Nor did all those other immortals who have made the west great with their pens."

He was a member of the National Board of Directors of the League of Western Writers and was on the board of the local San Francisco organization. He was a constant inspiration to those who wished to write. He once said with a somewhat deprecatory smile that such encouragement had its drawbacks. He recalled that he had talked at an institute of teachers telling them that one of the most thrilling achievements of life was to express something that one felt in good writing, either verse or prose, even though it might never appear in print. For a year thereafter he was flooded with manuscripts! However, he said while it gave him a good deal of trouble, some of them were good, and all of them meant the exercise of creative effort which is always good.

Harr Wagner and Joaquin Miller.
Harr Wagner is pictured here as he introduced to the members of the Sequoia Club his poet-friend Joaquin. The occosion was a meeting of the club in 1907 at the "Hights" above Ookland where the poet lived on the several hundred acres of land which composed his home.

In this point of view we recognize again the spirit that places Harr Wagner among the leaders of the philosophy of education. His consistent encouragement of creative expression, for its own sake, was a forerunner of that movement in the progressive schools of today which lays so much stress upon the same theme, the importance to young people of free creative expression, without thought of public recognition, but for its own intrinsic value.

Constance Ferris, a member both of the League and of the Sequoia Club, whose first volume of poetry he published, wrote these verses, which probably express for us all the Harr Wagner that we knew as a friend and inspiration of poets:

POET TO PUBLISHER

(For Harr Wagner)

Uncertain, tremulous, I stood
The road seemed steep and long,
To one who chose to travel on
The vagrant feet of song.

If, some day, by the grace of God,
I chant before the kings,
I'll pay my tribute to the one
Who gave my vision wings.

—*From "Orchards and Orchids" by Constance Ferris.*

PRESIDENT OF THE SEQUOIA CLUB

By S. M. HASLETT

ONE DAY IN the fall of 1907, my wife and I were sitting in a café in Paris when we were hailed by a familiar voice, heard last far away in our beloved California. As we sat around the table listening to welcome news from home, the artist friend who had joined us asked, "Do you know the Sequoia Club in San Francisco?" We had not heard of it. "Look it up when you go home," we were advised. "It's a group of people interested in art, all forms of art, writing, music, painting—a splendid lot of people—you'd like them." "But we are not artists, my wife and I!" I exclaimed. "No matter, you are interested in all these fields of expression, even if you aren't yourselves creating anything. Join us, and help back up the artists!"

When we returned we followed this good advice. We became members of the new institution, for such it really has been in San Francisco life for nearly thirty-five years.

The idea that led to the establishment of this group had been inspired by a fine idealism but was not sustained by adequate practical management. The young club was soon in financial difficulties. At this crisis Harr Wagner joined the club, and his dynamic personality brought to the struggling group the combination of idealism and practical efficiency that it sorely needed. He was elected president, and served in that capacity without interruption for nearly thirty years.

The first problem he faced was to clear the books of debt. He was inspired with the idea of writing to Ellen Terry, then retired from the stage, but still a great personality. He asked her to come out to San Francisco to give a series of dramatic readings under the management of the Sequoia Club. Miss Terry agreed. Mr. Wagner rented the Columbia Theater, handled the publicity, and Ellen Terry arrived. The readings were a great success. San Francisco appreciated the opportunity to hear the great actress, and the Sequoia Club cleared its books of debt and faced the future with a balance in the coffer! From that time on the club has had a solid financial basis.

"Chef" of the Sequoia Club

But this was by no means the most important contribution which Harr Wagner made during his long years as president. Ellen Terry, entertained by the club, was only the first of scores of delightful contacts between the great artists who visited San Francisco through the years and the members of the Sequoia Club. Mr. Wagner had an unfailing sense of the personality which would contribute to the broadening experiences of the club, and so delightful was the hospitality offered that invitations were never refused. Other great artists whom we have known as our guests were Lily Langtry, Lily Lehman, Ethel Barrymore, Nance O'Neil, Henry Miller, Madam Caro Roma, Madam Shumann-Heinck. Among the writers who have talked to us informally at our fireside have been Carrie Jacobs Bond, Owen Wister, William J. Locke, Gertrude Atherton, Edwin Markham, Joaquin Miller. Guiseppe Cadenasso, the artist whose lovely landscapes are one of California's dearest heritages, was a member of the club. Exhibits of his paintings have more than once glorified its walls. One or two are permanent possessions. Other artist members were Charles Grant, James Holden, A. W. Best and Alice Best.

Even dearer among the memories of the club were those intimate contacts which we enjoyed through the initiative of Harr Wagner with great Californians in their own homes. The club has been entertained at "The Hights" by Joaquin Miller, and by Mrs. Charmian London at Jack London's home in "The Valley of the Moon."

For some twenty years the Sequoia Club owned its own quarters on Washington Street, a comfortable building whose lower floor was used each week for informal gatherings, grouped around the cheer of a great open fireplace. Here week after week the members gathered, and their president never failed to provide for those Thursday evenings some speaker or some musician whose friendly contact broadened and enriched the lives of all who shared the hour.

But membership in this vital club did not mean only passive receptivity on the part of the members. These fireside talks were always followed by an hour, often sociably prolonged, of informal dancing, and something to eat and drink. Once a month the more spacious upper rooms of the club were used for a formal dance. At intervals through the year this formal event was preceded by a dinner, whose guest of honor was someone whose personality or achievements lent significance to the occasion. Notable was the series of international dinners arranged by Mr. Wagner. At each of these dinners the guest of honor was one of the foreign consuls in San Francisco, and the motif of the occasion was the national colors and customs of the land so represented.

One of the dear traditions of the Sequoia Club was the annual barbecue, initiated by Harr Wagner and for the most part held at his own home town, Montara-by-the-Sea. Old Sequoians will cherish forever the memory of the beloved president, in white apron and cook's cap, presiding jovially and efficiently over the broiling steaks and the steaming kettle of savory mussels fresh from the beach.

All these things we can remember. They are a record of history. What escapes the net of words, weave it as cleverly as we may, is the influence through the years upon the lives of the Sequoians of a personality so warm, so generous, so untiringly vital. How express what we have had, when it is gone? If the club goes on through the years to be, as it has been, a place of inspiration in the cultural life of our city, and a place of warm human contacts for its members, it will be because Harr Wagner impressed upon it for all time his own love for the fine things of life, and above all his own warm and generous humanity.

The Tribute of the Sequoia Club

ON SEPTEMBER 24 the Sequoia Club devoted an evening to the memory of the president who had guided its destinies so long. A program of fine music and many warm spontaneous tributes from life-long friends made the evening an eloquent expression of the love that lives on in the hearts of Sequoians, young and old, for their former president, Harr Wagner.

On the club's invitation, business, professional and literary friends gathered from near and far, to take part in this program arranged and presided over by Arthur H. Chamberlain. The list of those who contributed, in addition to several who appear in these pages, included Ethel Cotton, Elliot M. Epsteen, Mrs. Frances E. Raymond, Vaughan MacCaughey, and A. J. Cloud.

The mood of that hour was well expressed in a poem written and read by William E. Monahan. The closing verses voiced the feeling of all who listened to them:

"And those of us so privileged to sit
Within the radiance of his shining mind,
Meet still to catch reflections of his power
And wave him yet another fond farewell."

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The Appointment last summer of Dr. William J. Lowry to the superintendency of the Springfield, Ill., public schools filled one of the most important vacancies existent among mid-west public school positions this past six months.

Dr. Lowry fills the position made vacant by the sudden death of Superintendent Frank T. Vasey last April. Superintendent Vasey had during a long term of office made a reputation as a fine administrator and an excellent scholar, especially in the field of the social studies. His sudden death, caused by appendicitis and complications, at the age of fifty-eight years, was a shock to his community and his friends throughout the country.

The Springfield Board of Education in selecting his successor considered some twenty able men, who had been recommended by the leading universities of the country. They eliminated to three and from the final three Dr. Lowry was chosen.

In Dr. Lowry the Board of Education have a man in his early forties, ripened with sufficient educational administrative experience and scholarly attainments to insure that he will be at the beginning of his best contributions to education.

Dr. Lowry was born and educated in Oklahoma. He is a graduate of the University of Oklahoma with the degree of A.B., in 1916. During the war he was in aviation, being a flying instructor in the army at Park Field, Tenn. Previous to that he was in the First Officers' Training School at the Presidio, San Francisco, and secured from the University of California his certificate in aeronautics.

His first positions as a teacher were at Blackbelt, Mont., and Blackfoot, Idaho. Then followed thirteen years as Superintendent of Schools at Whitehall, Mont. After this for two years Dr. Lowry was Assistant Superintendent of Anaconda, Mont., schools in charge of high schools. In the meantime he was carrying on work at Columbia University, where he secured his M.A. degree. Then in the past year, 1935-1936, leaving Anaconda he was at Columbia University on a scholarship, where he secured his E.D.D. degree this spring. At Columbia he worked in the department of administration under Dr. N. L. Engelhardt. The project upon which he did a large amount of work dealt with the organization of public school trips and excursions as an educational influence in the life of the public school child.

At Springfield Superintendent Lowry is head of the schools of a city of more than 70,000 population, the capital of the great State of Illinois, and historic as the home of Abraham Lincoln. His new position is one of the key situations of the United States.

Quite a storm of discussion has risen in New York State over the newly suggested plans by the State Department of Education for the revision of educational requirements for the certification of new teachers in the State. The plans call for specific courses in education to such an amount that general culture courses would be almost out of the question. Presidents of culture institutions are vociferous in their denunciation of the plan as they call for an individual educated in the various fields of knowledge first and then trained in pedagogy.

Superintendent Leon C. Staples of the Stamford, Conn., schools is a firm believer in the newer forms of progressive education. He believes in giving the pupil opportunity to develop as to his own interest. In his grade supervisor, Miss Ruth Swickey, Columbia trained educator, he has a most able exponent of the new in education. Miss Swickey, though, still believes that even in the progressive school drill has an important function to perform, provided it does not become the end of all teaching.

Greenwich, Conn., has been long noted as being one of the richest communities in the United States per capita. It vies with Brookline, Mass., as to greatest number of wealthy persons living within the corporate limits. Superintendent of Schools Edwin C. Andrews, during a long tenure of office of over a fifth of a century, has developed an outstanding school system. Of principals he has a most selected group. Many of them have been educated in New York State rather than Connecticut. At the Riverside school he has as principal Maynard W. Linn, who this last summer gave courses in education at Stanford University. The Riverside school is one of the latest built schools in the Greenwich system and is considered to offer the best of modern facilities for education.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town Shopping District, San Francisco

Chinatown and Famous Restaurants Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station and Southern Pacific Station

Located At
SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES
Room Without Bath $1.50 per day
Room With Bath $2.00 and $2.50 per day

A Hotel of Friendly Personal Service of Continental Flavor

250 Rooms

Management SAM D. ADKISSON

GEARY BEGINNING FRIDAY, OCT. 23 AN EVENT

AMERICAN PREMIERE
ELIZABETH BERGNER
In Shakespeare's Gayest Comedy
"AS YOU LIKE IT"

Screen Version Suggested by SIR JAMES M. BARRIE

2:15—TWICE DAILY—8:30
400 Good Reserved Seats at all Performances—55c

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

Recent Successful Publicity in Santa Paula

By MRS. GLADYS B. KENNEDY,
Librarian, Dean Hobbs Blanchard Memorial Library, Santa Paula

A LITTLE OVER a year ago two of our library friends gave us a handsome glass show-case about six feet long, three wide, and four high, with two glass shelves. We had been showing open exhibits for years but I knew of very valuable material in town which would have to be protected from dust and handling. In planning exhibits our idea is threefold: to arouse interest in certain groups of books, to develop a more personal and possessive feeling for the library in the persons who lend the exhibits and to show the library's keen interest in the hobbies of all our people. The whole thing has turned out to be a delightful demonstration of the unusual pride and interest the community has in the library.

Our very first exhibit was a collection of cones from practically all of the cone-bearing trees in California. Both closed and open cones were shown and, in many instances, needles and seeds. Whole classes were brought from the schools and we were suddenly faced with the necessity of giving a short talk on California trees. We thanked heaven for frequent camping trips and Mr. Jepson's book!

Another outstanding exhibit consisted of five little rooms of miniature furniture which was all beautifully hand-made to scale. The living room was in eighteenth century period and contained a round Sheraton table, round tilt-stand which is a copy of the one from which General Washington took his tea, Hepplewhite and ladder-back chairs, Willard banjo clock, Colonial fireplace with tiny brass fire-irons, and so on. The dining room, a most harmonious combination of Chippendale and Sheraton, had a swell-front side-board with urn-shaped knife boxes and incredibly tiny knives inside. There was a Colonial bedroom and an Empire bedroom with an exquisite Empire mirror. The third bedroom was in Victorian black walnut of about 1850. Each room had the harmonious and correct rugs, pictures, lamps and other wee things of the proper periods. The whole thing was a perfect picture of the livableness and harmony which may be achieved *if* one has the knowledge and the good taste. Our books on period furniture were checked out by noon; those on interior decoration were gone by night. Then we ransacked both the juvenile and adult shelves and brought out the things on wood-carving, toy-making and the like. At the end of two weeks 235 books were in circulation which were definitely associated with this one exhibit.

Out at the other end of Main Street there is an immaculate little ice-cream parlor owned by a dignified, courteous Japanese couple who keep very much to themselves. From the little home back of this store there came to the library show-case a pair of very, very old bronze hand-mirrors, really museum pieces; a very old and fragile wedding-robe which had belonged to an honored ancestor of our friend; beautiful bits of enamel, copper, brass, and a fine piece of cloudy jade. These Japanese had never been library patrons before but now they come often. A short time ago the wife offered to do flower arrangements for us some day—which will advertise both our fine garden and the kindred books.

Our population is about fifty per cent Mexican and we have several all-Mexican schools. In the seventh and eighth grades of Olivelands school there has recently been a project called "Standards of Living and Housing." All of these children live in rather tumble-down brown shacks—gay with gardens and vari-colored clothes lines, to be sure, but not especially comfortable or right. Each child surveyed his own home, planned its improvement according to the standards of living acceptable today, drew plans, and finally made a small model and colored it. Each child's dream of home and form and color was expressed freely. These models were so beautiful that I begged twelve for our show-case and there is no hour in the day when there is not some interested person hanging over these flashing bits of color.

Our papers have given full publicity to all exhibits; school teachers tie them up with their work; out-of-town visitors drop in to see what we are exhibiting; and the circulation count shows many books out which otherwise might be sitting sedately on their shelves. It is very entertaining to see how one exhibit draws another out of retirement. I think we can continue this type of exhibit for some time because our people seem willing and glad to lend us their treasures. During the past eight months we have made a circulation gain of 4758 over the same months last year. We have made new friends and have had a lot of fun, so our show-case could be called successful publicity.

Notes

Miss Anna Williams retired on October 1, 1936, after twenty-eight years of library service in Modoc County. She became librarian of the Alturas Public Library December 1, 1908, and of the Modoc County Library when it was started July 1, 1916. She was instrumental in establishing a county library for her home county and in securing a $10,000 Carnegie building for its headquarters and as a public library building for Alturas, the county seat. Prior to her entering the library work Miss Williams for a long period had been superintendent of schools of Modoc County. After all these years of devoted service to the educational interests of her county Miss Williams is looking forward to the enjoyment of her attractive home and the realization of long-deferred personal desires.

Mrs. Peggy Hudson Gaskins was appointed by the board of supervisors on September 8, 1936, to succeed Miss Williams. Mrs. Gaskins, who recently passed the county library examination, has exceptionally fine qualifications for the position. Before preparing for the library profession Mrs. Gaskins graduated from the Humboldt State Teachers' College and taught school. She graduated from the University of California and also from the Riverside Library Service School. She has had library experience as an assistant in the Humboldt County Library, as librarian for three years of the Oroville Public Library and was employed by the Berkeley Public Library at the time of her appointment as librarian of the Modoc County Library.

Just published

Already chosen by

The State of Tennessee
The State of Nevada
(co-basal)
Spokane, Wash.
Tacoma, Wash.
Olympia, Wash.
Walla Walla, Wash.

THE WORLD OF MUSIC

Ogden, Utah
Nampa, Idaho
32 Minnesota Cities
Orange, N. J.
and many other places

A comprehensive program answering every need in music education. See Circular No. 730.

GINN AND COMPANY
45 Second St., San Francisco

SUGGESTED UNITS FOR "BOOK WEEK"

As Worked Out in Garfield Junior High School, Berkeley.
D. L. Hennessey, Principal. Elizabeth Patton, Librarian.

Library Day Project

The "Library Day" pageant and procession held annually in the Garfield Junior High School, Berkeley, since 1922, is the most important event on the school calendar. The purpose of the pageant is to develop intelligently and graphically an attractive representation of book titles, magazines and characters from literature and history.

The pageant is usually held in April but preparations begin early in the school year. All departments of the school co-operate. So popular is the project that on Library Day more than twelve hundred pupils and teachers appear in costume in the unique and colorful pageant. Headed by the school band, the "book-procession" marches across the athletic field before hundreds of enthusiastic spectators who throng the bleachers. An appropriate program is given afterward in the auditorium.

Intense interest is aroused among the students during the months preceding Library Day. The school library, the center of the activity, is constantly in demand, and the librarian has a splendid opportunity to motivate her department.

Individuals from fiction and history are comparatively easy to portray effectively, but group representation is encouraged. A book project is most frequently developed as a class unit.

Among the many larger group representations which have been successfully presented have been, *San Francisco, a Pageant*, in which about one hundred pupils participated, *Tale of Two Cities, Blue Bird, Children of the Covered Wagon, Ivanhoe, Highdays and Holidays, Newberry Medal Books, Arabian Nights, American Costume Book, ABC Book of People, Voyages of Dr. Doolittle*, and the poems of Henry W. Longfellow.

Library Day has greatly increased interest in our school library, and in books in general.

The following unit plans may be suggestions for other schools in working out "Book Week" projects. The units were prepared by Miss Gladys Collar, art teacher; and Miss Irma Riley, social studies teacher.

Art and Social Studies Correlated With Book Representations

Marionettes, Masks and Shadows, by Winifred H. Mills and Louise M. Dunn.

Outline of History by H. G. Wells.

I. Purpose:

1. To provide an opportunity to interest a group of pupils with varying interests in a single *unified* project which in turn relates to the school program.
2. To provide an opportunity for individual research; to encourage pupils to make use of school libraries and to read current magazines related to subject.
3. To further knowledge of this type of dramatic expression and of related arts and crafts.
4. To encourage expression of originality and individuality.

II. Content:

1. A distribution of characterizations and duties among individuals to form one unified group in the school pageant parade.

Marionettes, Masks and Shadows

One entire H8 Advisory successfully carried out a book of non-fiction representation that might be adapted to "Book Week" activities.

The book chosen was *Marionettes, Masks and Shadows*, by Winifred H. Mills and Louise M. Dunn (published by Doubleday, Doran, 1928). This book is a very comprehensive work replete with specific information, rich in source material, well illustrated with clever drawings and interesting photographs.

The group wished to appear in the "Library Day Pageant" as a *unit*. A committee was chosen to select a book for representation and the class rejected every suggestion of books that had been previously portrayed; however, there was an immediate response when *Marionettes, Masks and Shadows* was mentioned. Organization was begun. Many factors entered into the resultant preparations and it would be almost impossible to determine all of the phases of school activities which formed integrating links with the project. The class adviser is an art teacher, and as the book is most definitely related to art activities, this project was selected to be worked out as the following learning unit:

I. Suggested Procedure:

1. After book is chosen, appoint committee to enumerate possibilities of character representations and to tell content of book. The title obviously divides this book into three divisions.
2. Permit pupils to elect participation in a particular sub-division. Study of illustrations in book will help in this selection. Some pupils may carry signs or work on various committees.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(Formerly California School of Arts & Crafts)

FALL TERM NOW IN SESSION

PROFESSIONAL training for congenial life work in advertising art, illustration, costume design, interior decoration, the fine arts, and teaching art in the schools (state accredited course). The Bachelor's degree is granted in Fine Arts, Applied Arts, and Art Education.

SPECIAL after-school art class for teachers. Also special evening classes in the arts and crafts. Saturday morning art classes for children and adults.

Write F. H. Meyer, President, for Catalog.

Broadway at College Avenue
Oakland, California

3. Necessary committees will be:

General Arrangements:

(a) To check on individual characterizations and to arrange for "other pupil" assistance when necessary.
(b) To provide a "clearing-house," solve problems, etc.
(c) To plan the order in which the participants will march; to assign duties and responsibilities.

Lettering:

(a) A certain group of pupils to plan and carry out a large group sign and two sub-division signs. (Suggestion: Form the letters of the title with individual letters mounted on cut-paper masks.)
(b) Another group to plan and execute *individual* signs. (Suggestion: Uniformity of size and medium should be observed. Medium, block letters with crayon graduations. Signs related to definite countries may introduce *typical* design.)

Illustration:

(a) Appoint talented pupils to copy colored frontispiece, "Tree of the Marionettes." This is carried by pupil who leads other pupils representing the countries visually portrayed on the tree. (Suggestion: Work out on large sheet of tag-board or butcher-paper.)

Costume:

(a) Marionettes:
A group of pupils to help the others get together material for appropriate costumes—to find sashes for sign-carriers, etc.; to plan the whole and to work for pleasing color distribution and variety.
Any *literary* or *historical* costume may be introduced under "Marionettes" division. For example: "Girl of Oz," "Little Red Riding Hood," "Colonial Girl," etc.
(b) Masks: (under costumes)
Choose boys with engineering and mechanical aptitudes to work out construction of mechanistic and grotesque types. The possibilities are endless. (Suggestion: Use corrugated cartons to make robot-type costumes. Use large paper-bags for features, balls for eyes, etc.)
(c) Shadows:
Suggestion: These may be represented by cheesecloth gowns and flowing scarves. Shadow pantomime may be worked out behind coarse netting material.

II. Differentiation and Suggestions:

1. Pupils might write, prepare and present a marionette or puppet performance to be given in connection with this book representation.
2. Each pupil might actually make a puppet or marionette and manipulate it during parade.
3. Entire class might work out (design and paint) a large mural-type drawing on which could be delineated the historical background suggested in the book and the various types of marionettes and puppets. With the carried by the entire class, costuming could be simplified — uniform middies with bright ties, sashes, etc.
4. A very comprehensive bibliography is found in the book.

III. ACHIEVEMENT:

Evaluation of this project may be made by considering to what extent:

1. Co-operation and interest of parents are aroused.
2. New interests are developed by children.
3. Increased appreciations are developed.

A "Library Day" Representation of Wells' Outline of History

THE "Library Day" representation of Wells' *Outline of History* was the culmination of three years work in the Junior High School Social Studies Course. The ninth-grade class which carried out the project chose this book because it covered material with which they were thoroughly familiar. They had studied Ancient, Medieval, and American history in detail, were of sufficient maturity to grasp the idea of the unity of history, and so could work on one small part without losing sight of its place in the whole.

There are some phases of European and Oriental history which we do not all cover in the junior high school, but the background of reading of the majority of the pupils bridged those gaps for them. The French Revolution we had studied only indirectly, but few children have not read of the revolution and of Napoleon; in the study of the industrial revolution in the United States we touched upon the industrial revolution in other countries; in the study of the colonization of, and immigration into the Americas, we had studied conditions in Europe which led to the emigration of its peoples. Similarly, in almost every instance the story of man, from the cave to the pent house, has been touched upon by the time the pupils have finished the ninth grade.

Thus a thorough familiarity with the subject matter of the book made the work of presentation extremely simple. There was no conscious effort of developing a project. The situation was a natural one, and this made the work of organizing and choosing of parts a fine piece of co-operative effort. All knew what was to be done. All knew the picture which the finished work should portray. All realized that certain parts would be taken best by certain decided types, and all worked to fit the others into the parts which best suited them.

I. SUGGESTED PROCEDURE:

1. Deciding which characters, or which periods of history should be represented. This may be determined in part by the types of pupils in the class—sometimes even by the costumes which are available. With as much material to choose from as one has in presenting an outline of history, the simplest method is to take first the "naturals," as it were, and then fill in the essentials.

2. After the parts are decided upon, and characters all placed, there is the question of costuming. This means much reference work, both in the history books with which the pupils are familiar, and in costume design books with which they become acquainted. One of the fine points about this part of the work is the interest which pupils take in each others costumes, and the exchange of books, pictures, and ideas.

3. After the types of costume are decided upon there is the question of acquiring the finished product. Here again we have exchange of costumes, of information concerning materials, of assistance on the part of pupils who are studying sewing and design; we also have originality shown in the use and adaptation of materials. There is no money allowed for costumes, so each pupil must be responsible for his own expenses. (We had no rented costumes for this group; I think probably because all became so interested in being able to make something which would look the part that those who could have afforded to rent costumes and properties did not want to do so.)

4. With the costumes comes the question of properties needed to carry out ideas and here again pupils are most co-operative and interested in loaning, and in making things for one another.

The work of choosing the book, studying the parts, choosing the characters and working out the costumes in this project cannot be compared to that of a group in which many are unfamiliar with the book, the characters, the setting, and the costumes. Hence a great deal of preliminary work which would have to be taken with many classes was not necessary in arranging for our *Outline of History*.

We had committees chosen for the order of the parade, not as related to our own group, as that arranged itself, but in relation to other groups; committees for the making of the banners; for the care of properties; and for arrangements for the time and place for make-up, although we encouraged most to have this done at home.

Pupil advantage of such a piece of work:

1. Visualizing subject matter.
2. Learning to work with fellow students.
3. Having to make the most of available material, animate and inanimate.
4. Children who are not readers, or children who cannot star in recitations or examinations, often come into their own through such work as this.
5. Pupils find the practical value of reference work. They "look up" something because they really need to use the information.
6. Boys appreciate the importance of girls' sewing classes, and girls appreciate the importance of boys' drawing and shop classes.
7. The fine experience of being responsible for a part in a school affair, of finding that a moment comes when the responsibility rests entirely on you, is a lesson none can learn too soon.

One of the greatest advantages, from the director's point of view, of choosing a book of this kind is that all the pupils in a class can be included among the characters. The boys who walked in front, dressed in white and carrying the banners, couldn't have forced themselves into costumes. They were just at the age when such an idea for them, seemed preposterous. The trumpeters were delighted to dress as medieval trumpeters, and to have an opportunity to do solo parts. The occasions offered for grouping took care of a number of extras, which there are bound to be in a class of forty-four. The pageant of the nations, at the close, provided places for many of the girls, whose parts throughout the whole story were not so numerous as the boys. From our cave man who had stained his body a dark reddish brown, and sewed two skins together as his complete costume, to the Boy Scout and the modern high school girl in her white middy and skirt, each participant seemed to express the idea that it has been of just such individuals that the long outline of history has been composed.

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery
Main Store
1120 MARKET STREET
Opposite 7th Street
Telephone MArket 3303-3304
Specializing in food products for building and maintaining health
Send for Free Catalogue

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
PHONE: SUTTER 2980

WIDESPREAD INTEREST IN SACRAMENTO CURRICULUM

THE FOLLOWING note was sent in to the JOURNAL by Leo B. Baisden, Assistant Superintendent, Sacramento. Mr. Baisden is replying to our questions concerning the extensive calls we know are being made for the Sacramento Courses of Study.

"The widespread demand for curricular materials is not only a reflection of the character of curriculum work under way in California, but is also a most significant commentary on the wide scope of interest throughout the United States in curriculum development.

"During the past three years we have received orders for over a thousand dollars' worth of courses of study. The demand has been very widespread and has included thirty-seven states and two territories. The demand for courses in the elementary field has been particularly heavy, amounting to slightly over sixty per cent of all orders; junior high school courses have constituted approximately twenty-five per cent of the orders, with the remaining fifteen per cent represented in high school and junior college.

"Courses in the elementary field which have been in greatest demand have been elementary library, individual spelling materials, social studies, arithmetic, language and reading. Courses in the junior high school and senior high school fields which have been in greatest demand have been English, mathematics, physical education, music, and commercial."

WESTERN SCHOOL NEWS

Del Norte County held its regular yearly institute early in October this year. It used to meet with Humboldt and Mendocino Counties, but for the last two years has been holding its own institute. The group of speakers which Superintendent Joseph E. Hamilton invited gave the teachers a splendid opportunity for the best type of institute. It is interesting to know that Miss Eleanor Hitt, of the State Library, was asked to talk on library service in the individual schools. Miss Hitt, formerly county librarian in San Diego County, is exceptionally well fitted to give this type of instruction to rural schools. Mrs. Gladys Potter, Assistant Chief of the Bureau of Elementary Education, talked on the school program. Roy Cloud and David R. Jones talked on school legislation in relation to the California Teachers' Association. Doctor John A. Hockett of the University of California and George C. Jensen, Principal of the Sacramento Senior High School, offered both general lectures and round-table discussions.

Superintendent C. S. Weaver of Merced County is adopting the plan of one day institutes for his county. The first session was held on Friday, September 18. Three hundred and fifty elementary and high school teachers met in Merced, where Superintendent Weaver planned to have an outline of the year's work discussed. Problems of speech correction was one of the subjects under consideration. Among the speakers were Sam H. Cohn, Deputy State Superintendent of public instruction, and Dr. Sarah T. Barrows of the University of California extension staff who is the author of several books on speech correction.

Superintendent Weaver and the Merced County Board of Education prepared this summer a new course of study. It is a modern loose leaf book in mimeograph form. It gives the teachers a very definite plan to follow while leaving them at the same time considerable freedom in the field of activities. Reading table and free reading are emphasized for the more advanced children. Specific use of the state bulletins that apply to certain phases of the course of study is recommended. Members of the County Board of Education are: R. M. Miano, president; Mrs. Olive Silman, Miss Gertrude Vasche, V. R. Belieu, C. S. Weaver, secretary.

Mr. Weaver is placing special emphasis in the county this year on speech correction. He does not mean by this only the physically handicapped child, but includes particularly those children of foreign parentage who have difficulty with the pronunciation of certain syllables. A manual has been prepared which contains special lessons for children having this specific type of difficulty. This manual gives to the teachers a series of lessons which deal also with nervous speech disorders.

Superintendent Weaver appointed Miss Dorothy Riggs as rural supervisor for Merced County in charge of this particular field of work. Miss Riggs worked in the county last year and spent the summer at the San Francisco State College doing special work with Mrs. Mabel Gifford of the State Department of Education.

During the school year of 1935-1936 a reading readiness and testing program was begun. This will be continued with special emphasis in the 1936-1937 program.

SHAKESPEARE'S COMEDY, "AS YOU LIKE IT," WITH ELIZABETH BERGNER COMING TO GEARY THEATRE SCREEN

The management of the Geary Theatre has made a ten-strike in securing the American premiere of the London triumph, Elizabeth Bergner in the screen version of William Shakespeare's comedy "As You Like It." It is to be shown commencing with Friday matinee October 23rd and should attract wide attention from not only regular theatregoers, but from students as well. It is by far the gayest of all Shakespearean comedies and the screen version takes on special interest as the arrangement was suggested by Sir James M. Barrie. Miss Bergner has created quite a furor in the role of Rosalind which she plays with brilliancy and in a madcap fashion. It is said to outrank any of her previous screen performances and she is surrounded by a cast of players who endear themselves for their fine interpretations of the various roles and give zest to the presentation. Among the players are Laurence Olivier, Sophie Stewart and Henry Ainley. "As You Like It" will be offered twice daily—at 2:15 and 8:30. There is already a splendid mail order demand, not only from San Francisco but from the surrounding cities.

HOTEL
OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage.
Take elevator upstairs.

Single .... $2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Better because it is always fresher

Caswell's
NATIONAL CREST
Coffee
Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

Quality Textbooks

for

Commercial Classes

For forty years The Gregg Publishing Company has specialized in the production of textbooks for the education and training of efficient business workers.

Extensive use in all types of schools is sound evidence of the value of Gregg books and of their effectiveness in the classroom. Their widespread use also indicates that they reflect the latest information and practice of the business world. You will appreciate the authoritative quality of Gregg books. Here are a few of our most recent titles:

Typewriting Technique (a textbook for beginners), by Smith.....$1.00

Our Business Life (a junior business training course), by Jones....$1.50

Salesmanship for Everybody, by Ely and Starch $1.40

Essentials of Commercial Law, by Whigam, Jones, and Moody....$1.40

Intensive Bookkeeping and Accounting (a complete one-year course), by Fearon $1.80

Bookkeeping and Accounting Practice, Part I (first half of a two-year course) by Lenert and McNamara $1.50

The English of Business, by Hagar, Wilson, Hutchinson, and Blanchard $1.00

Business Mathematics — Principles and Practice, by Rosenberg.

Essentials or Intensive Course $1.20

Complete Course $1.40

An Introduction to Transcription, by Adams and Skimin $0.60

Commercial teachers and school executives are cordially invited to write our nearest office for our complete list and for free examination copies of books being considered for adoption.

●

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston Toronto London Sydney

Over 35,000 teachers belong to California Teachers Association

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service organization which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for meetings and conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, SIERRA EDUCATIONAL NEWS.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments. Through unity comes power to accomplish desired results.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

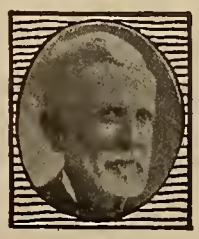
Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION
State Headquarters: 155 Sansome Street, San Francisco

NOVEMBER, 1936

THE WESTERN JOURNAL of EDUCATION



MAINE: ITS HOMES AND ITS SCHOOLS

By VIERLING KERSEY,
Superintendent of Public Instruction.

A FEW WEEKS AGO my program of activities took me to the grand state of Maine. The editor of our WESTERN JOURNAL learned of the visit to Maine and requested that a few comments in reaction be presented. Here is the statement presented in response to the request:

The chief state school officer of California has received and will continue to receive, no matter who he may be, invitations to participate in the many meetings of educational significance throughout the country. These invitations come not alone to this person as an individual but principally to this person as an agent and spokesman representing the outstandingly good work done by California teachers in their classrooms, for their profession through their great teachers' association, and as spokesman for the good will prevailing throughout our state in the generous support of schools by the public.

Maine in summer and autumn is a state of enchanting beauty, of gorgeous color and of enticing appeal to the lover of sharp-speaking nature, sharp-speaking nature in the form of rugged coast line, penetrating air, flashy changes in weather, vivid color, multiplicity of lakes and enveloping woods and woodland growth, likewise, sudden density of fog-filled atmosphere, sharp change of scenery, and distinctiveness of mode of rural living.

Maine life impresses one by its naturalness, by its respect for the great New England traditions of thrift, neighborliness, church respect, simplicity and high thinking. One is impressed that sane thinking comes from a well-informed mind and a tempered judgment.

The tradition of the New England mind characterizes the people of Maine; resistant of propaganda, seriously analytical of the new in style, in material, and in political, social, or educational theory. One may point to the persistency of these characteristics as reason for the lack of more scars left in Maine by our recent financial and morale depression.

Kindness, thoughtfulness, hospitality, courtesy, fluent conversation, wholesome and bounteous table spread, grip the stranger as acquaintance grows. To enter a household and be shown the cellar with bins of potatoes, bushels of apples, barrels of sauerkraut, shelves of jams, jellies, preserved vegetables and fruits, sacks of flour, a half ton of squash and pumpkins, pounds and pounds of beans, strips of side pork, hangings of hams and bacon, pickles, sauces and relish by the crock, rolls of butter and dozens of eggs and great bulk of sausage, one is impressed that the security found in such storehouses of food for long strong winter predicts a period when high, hard thinking and deep meaningful family life will take place.

A vigor-challenging woodpile and stock to tend keep flabbiness away from muscles as intimate neighbor and family life stimulate versatile mental exercise.

As distinctive for these people whose traditions, interest and activities are different from ours is their belief in education, their plan for education, and their support of education.

The place of education, public and private, is one commanding equally high, if not higher, regard than in other states. The teacher is a master in many relationships in the community. The school is dominantly an institution of work, of culture, of prominence in whatever business farmers, churches, homes or mill folk would see eventuate for the community. This is true whether the school be private or public.

I think I can say from my contact with Maine schools, teachers, and educational leaders that we may be reassured in our California belief that education can make better men than self-making processes. Maine has more education-made men and fewer self-made men than most states. The early school tradition of New England guarantees approval of organized school learning for all as first necessity for success.

Education, we are convinced, requires effortful expression on the part of the one being educated. Worth while things usually are not attained easily. Great success is attainable in any field only as predicated on broad and deep backgrounds of good general education.

The school is a pace-setting agency which can suggest and direct the choice of that out-of-school learning which is best.

Maine is making great educational progress today under the personal and professional leadership of Dr. B. E. Packard, State Commissioner of Education, who is developing state aspects of education to the end of improving and equalizing educational opportunity throughout the state, relieving an overburdened property taxpayer, and establishing a substantial system of state finance and funding for all public education.

One great teachers' organization commands practically unanimous membership. The town meeting plan of plenty of talk before action has made possible the avoidance of drastic dissensions and splits in profesional unity. Substantial majority control, constructive minority expression, and capable professional leadership are notable.

I commend to you a boiled dinner, a shore dinner, a Saturday night baked bean dinner, a breakfast of codfish cakes with pie, dinner at noon, supper at night, "plain living," and "high thinking," and a visit to the countryside, the shore, the woods of Maine and, as well the knowledge of New England traditions unravelled in the glow of a great fireside or on the bank of a Maine "pond" by a true Yankee.

EDITOR'S NOTE: Mr. Kersey was invited to come to Maine to speak at a number of institutes. This gave him an opportunity to see the various regions of the state and to become acquainted with its people. While he was in Maine, Superintendent Kersey was asked to meet with their state committee on problems of school finance.

See Page 7 "A CHILDREN'S NATIVITY" by Elsie Toles

Spoken Drills and Tests in English

By Mabel Vinson Cage

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. Oral drills for speech correctness train ear and tongue (rather than eye and fountain pen!).
2. Oral examinations not only test, but reinforce.
3. Interest comes through competition.
4. Repetition is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California.

AN ORAL LANGUAGE PRACTICE BOOK

By MABEL VINSON CAGE

LIST PRICE $.90

A drill book for oral language practice based on the theory that unless correct usage is on the tongue's end, it is not functioning. A child will write "Yes, I've seen him, he's gone down the street" a hundred times correctly, but meet him in the hall and he will *say* "Sure, I seen him, he's went down the street." Our author contends that had he *practiced that sentence orally* he would have been more likely to *say* it correctly. Perhaps ninety per cent of our use of language is *oral,* therefore the establishment of the correct language pattern must come through *training* the *tongue* and *ear.*

This practice book provides a unique device *for testing individual oral language usage.* It provides drills for establishing a correct language pattern followed by Cumulative Habit Tests.

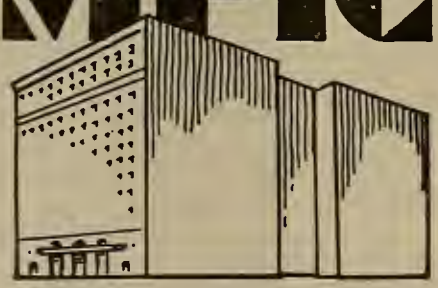
No rules of grammar are given. The book is designed to establish *patterns* of *speech* through *ear training* rather than by rule. Over 1300 test sentences. Key sentences and a score sheet are provided.

An Oral Drill Book for use in Grades 5 and 6.
May be used for slow groups in Junior High Schools.

Harr Wagner Publishing Company

609 Mission Street : San Francisco, California

HOTEL
OLYMPIC



LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage.
Take elevator upstairs.

Single ..... $2.00—$2.50
Double ..... $3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Better *because it is always* **fresher**

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLII, No. 11 | SAN FRANCISCO, NOVEMBER, 1936 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP.

TO ONE FROM THE Hinterland, New York City increasingly appalls and excites. Mere man becomes an ant beside incredibly monstrous buildings. The subway shuttles him hither and yon in dark lanes at insane speeds. Droves and shoals of people at night in ever recurrent waves pass up and down Broadway in a sea of yellow light and gasoline fumes. Taxis—yellow, white, red, and green—honk their way to La Guardian oblivion, green buses roll up at fifty miles or more an hour and stop in an instant. The theatre crowds between eleven and twelve jam the eat-a-toriums from the Automat to the Brass Rail, from the Nickel Hotdoriums to the Waldorf-Astoria. Trucks by the tens of thousands jam the narrow crossway streets from the wharves and loft buildings. The *Queen Mary*, the *Bremen*, the *Normandie*—English, German, French liners—overshadow the ships of supposedly the richest nation on earth, a condition due to the stranglehold of our seamen's unions. New York City, the spot of the "Magnificent Squeeze," where every hour the price of movie tickets rises to the highest point the traffic will bear. New York City, where the scalper is in his heaven and a hit, whether it be a show, a fight, a race, is a legitimate squeeze upon the customer for several times the box office price. A Chinaman in New York would not even be left a close shave. New York City with its Grand Concourse and miles of apartment house cliff dwellings. Fifth Avenue, Park Avenue, Eighth Avenue, millions, Africans, Jews, Italians, Frenchmen, Germans, Irish, Greeks, an Englishman, a Yankee, Eastsiders, Westsiders, Uptowners and Downtowners, a babel of tongues, the Babylon of the New World, such is New York.

THE executive budget submitted to the Board of Estimates by Mayor La Guardia of New York was $554,071,935 for the year 1937.

THE Board of Education budget for the City of New York was $143,534,901 for the ensuing year. From this amount the Mayor cut $2,439,000.

NEW YORK is to see a city-wide drive to secure $200,000,000 for school sites and buildings by the Committee on Education of the Community Councils of the City of New York.

THE REMOVAL of the Board of Education's main office of the City of New York from Manhattan at Park Avenue and Fifty-ninth Street to the Elks' Club Building in the Borough Hall section of Brooklyn, is scheduled to be decreed and accomplished in the near future. The Elks' Club Building is said to have originally cost $5,000,000. It is planned to purchase the structure for $955,000 and the waiving of $560,000 due the city in back taxes. Alterations making the building fit for board occupancy are estimated to cost $350,000. Brooklyn now has the largest school population in New York City.

THE RELATIVE size of the five Boroughs of New York school population can be gleaned from the registration of voters—not yet complete—Manhattan, 532,298; Brooklyn, 736,714; the Bronx, 396,800; Queens, 353,233 and Richmond, 50,124.

THE New York City newspapers at the beginning of the school year were full of reports given by Dr. Harold G. Campbell, Superintendent of Schools of New York City, and his various assistants as to the progressive methods of teaching being in force and accentuated in the city's schools. Individualized instruction in which every pupil was being aided according to his own problem, the Activity Program as a means of vitalizing school work, the attempt to explain to the people of the various sections of the city the multitudinous ways in which the city educational forces were solving the educational problem, these were some of the points emphasized. The New York City schools have been noted for their regimentation so that there were some raised eyebrows. Even some editorials were written questioning the value of so much innovation doubting that success was due to the method but was owed to the exceptional teacher. The following editorial from the New York *Sun* of October 5 last is good reading:

WHY EXPERIMENTS SUCCEED

Most laymen are fascinated, though puzzled, by the frequency of educational experimentation. Hardly have they caught up with one new procedure than the pedagogues produce another—and the odd thing is that each new method seems to produce better results than the methods which preceded it.

Just now the schools are in the midst of the "activity program." In every section of the city this system of instruction is being tried out, and the reports coming in from the district supervisors are almost all laudatory. Not only do the "intangibles"—poise, self-expression, co-operation—show improvement, but some of the traditional subjects also appear to have gained under the new method.

One of the observers of the success of this procedure is cautious in his commendation, however. Assistant Superintendent of Schools T. A. Curtis has noticed that his principals assign their most competent teachers to the experimental classes. Under the circumstances are the results obtained in these classes due to the activity method of teaching or to the fact that teachers of superior ability are in charge? To obtain a basis of comparison, therefore, Mr. Curtis suggested some time ago that the principals assign a few mediocre teachers to the activity program classes. None did so.

Is it to be concluded, then, that the teacher rather than the method determines the success of a class. Another district supervisor, Assistant Superintendent James J. Reynolds, says that it is. In his annual report he shows impatience with the pedagogical panaceas which are offered at periodic intervals by the psychological laboratories of the teachers' colleges. The "patient, sympathetic, understanding teacher" wins his praise.

"She succeeds in educating the pupils in spite of correlation tables and standardized tests," Mr. Reynolds reports. "She succeeds in spite of questionnaires and the persistent quest for more

and more statistics." Mr. Reynolds does not condemn all pedagogical experimentation. He himself has been responsible for considerable and commendable research in curriculum adaptation. His protest is against a recent tendency to experiment merely for the sake of appearing "progressive." He offers a much needed reminder that change is not necessarily progress.

THE United States Office of Education gives the following relative figures as to the school population of the country at the present moment. Total number 33,000,000. In kindergartens and elementary grades 23,000,000, high schools, 6,000,000, colleges 1,000,000, and in other institutions 3,000,000. They also estimate 4,000,000 illiterates still in the United States. The bill for education is estimated at 7 cents a day for each person in the country.

SPEAKERS at the closing session of the twenty-fifth annual national safety congress sponsored by the National Safety Council, at Atlantic City, N. J., stated that they did not believe the safety movement in the United States would show satisfactory progress until the nation's youth becomes "safety conscious" through special instruction in the secondary schools. Dr. Charles H. Elliot, New Jersey State Commissioner of Education, reported that about 80 per cent of the high schools in that state were already conducting automobile driving courses for students. Excellent results already are indicated, he said.

PROPER table manners are to be taught in the New York City's public schools as part of the program to improve the operation of the school lunchrooms. Dr. John S. Roberts, Associate Superintendent in charge of the high school division, said school officials hoped to educate the children in manners as well as to teach them proper respect for food considering its cost and the work that goes into its production.

OCTOBER 7 was the thirty-fifth anniversary of Dr. Nicholas Butler as president of Columbia University.

AMONG WESTERN educators especially with those dealing with secondary education there has been a tendency of late to decry the study of languages, modern as well as ancient. The praise of Dr. Nicholas Murray Butler, president of Columbia University, for Professor Nelson Glenn McCrea, now entering his thirty-seventh year as Anthon Professor of Latin Language and Literature at Columbia, as "a master interpreter of Ancient Greece and Rome in terms of the intellectual and moral needs of today and tomorrow" in a foreword to "Literature and Liberalism" by Professor McCrea, soon to be published by the Columbia University Press, is quite an indictment of their stand. Dr. Butler says:

"The most grievous happening in the intellectual life of the present generation is the passing of the knowledge of the classical literature and philosophy of Ancient Greece and Rome, as well as of any intelligent interest in these.

"For a thousand years the literature, the philosophy and the law of those great peoples shaped the course of steadily rising, deepening and broadening civilization and offered its standards of judgment and of taste, as well as ideals, which must always command the admiration and the enthusiasm of the true scholar."

HARVARD is continuing this year with its new and drastic reorganization of graduate training in education to assure better preparation of school teachers and higher standards in educational administration. The success of the plan is seen in a 23 per cent rise of registrations at the Graduate School of Education. About a hundred students will be enrolled for Harvard's pioneering degree, Master of Arts in Teaching. Under the new plan teachers will be trained jointly by the Graduate School of Arts and Sciences and the Graduate School of Education, so that the winners of the degree will have both a comprehensive knowledge of the subjects they plan to teach and of the problems of education.

The degree may be taken in the classics, English, fine arts,

The Journal of Geography

Official Organ of the National Council of Geography Teachers

This magazine, monthly for the school year, is devoted to the constant improvement in the teaching of geography. Every teacher of this subject will find aid both as to content and method.

CONTENTS OF A TYPICAL ISSUE

Norway's Agriculture
Claudia Thomson

An Experiment in Fifth Grade Field Work
Monica Henrietta Kusch

The Matanuska Valley of Southern Alaska
M. H. Shearer

Devices to Create Interest in Geography
Lucy M. Smith

Mexico: The Iron and Steel Industry
Ben F. and Rose V. Lemert

Grain Traffic on the Illinois River
Christine Hahn

Edited by GEORGE J. MILLER
State Teachers College, Mankato, Minnesota

Subscription Price: $2.50 a year. Sent free with membership to the National Council of Geography Teachers. :-: Annual dues $2.00

Published by

A. J. Nystrom & Co.

3333 Elston Avenue Chicago, Illinois

French, German, mathematics, music, the natural sciences or the social sciences, and there are no formal course requirements. The degree will be awarded on the basis of a student's showing in comprehensive final examinations and in practice teaching. It is thought that most candidates will need more than a year to prepare for the tests, which will be intensive.

In support of the plan Harvard has already allocated $9000 in scholarships to fourteen students entering this field. These were awarded on the new plan introduced in the college by President James B. Conant, whereby scholarships have maximum stipends of $1000, with the amount finally given in each case depending on the need of the individual.

The faculty board administering the new degree includes President Conant, Dean Henry W. Holmes, Dean George H. Chase of the Graduate School of Arts and Sciences, Professor William E. Hooking of the Department of Philosophy, Professor William C. Graustein of the Division of Mathematics, Dr. Richard M. Gunmere of the Committee on Admission, and Professors Francis T. Spaulding and Howard E. Wilson of the Faculty of Education.

The sight of the Zeppelin Hindenburg as it soared over the towns along Long Island Sound returning from its recent one-day cruise to Boston and back to Lakehurst, N. J., was most impressive. The ship of the air moved along in majestic smoothness and gave out a feeling of tremendous strength and solidity. Aboard were many prominent transportation people of the United States. American capital may in the future provide weekly sailings by Zeppelin to Europe.

Newark, N. J., is now undergoing its bi-annual inspection of new textbooks for listing for the years 1937-1939. Committees of the Principals' Association made up of various principals from the schools of the city study various books submitted by the publishing companies and make their recommendations to the Board of Examiners before January 1st. The Board of Examiners, then, during the first months of the new year study these reports and examine the books and make up the final recommendation to be acted upon by the Board of Education. Among the principals as chairmen of the various sections are the following: Arithmetic—Warren A. Roe, principal, Alexander Street School; History—William B. Hargrove, principal, Chancellor Avenue School; All Junior High School Listings—Claude L. West, principal, Cleveland Junior High School; Hygiene and Health—Robert S. Myers, principal, Garfield School; Geography—Thomas F. McHugh, principal, Wilson Avenue School; Reading—Harold H. Phillips, principal, Sussex Avenue School.

Hoboken, N. J., is only a mile square. Over 60,000 people live in this area. It is one of the most densely populated cities in the United States. In this area are one senior high school, two junior high schools, five elementary schools, and one continuation school. Dr. Daniel S. Kealey, the Superintendent, is known throughout the east as a most progressive educator. He is aided by a fine corps of principals and his grade supervisor, Miss Olga Gosch, is one of the ranking supervisors in New Jersey.

Weehawken, N. J., is just across the Hudson River from mid-town New York, located on the Hudson bluffs. It is an entirely residential city and its schools are under the direction of Superintendent K. F. Woodbury. Weehawken is to be the west terminus of the mid-town tunnel now being excavated. This terminus is located at one of the school playgrounds. The city gave this land for the purpose. For payment the Tunnel Authority is building a stadium above this exit for the Weehawken schools.

Arthur Z. Boothby is Superintendent of the Mamaroneck and Larchmont public schools, two high-class suburbs north of New Rochelle on Long Island Sound. The two districts are equipped with several fine school buildings, of which the Mamaroneck Junior High School, located on the Boston Post Road, is the most impressive structure. Hoyt D. Smith, principal of this school, is a young man from Idaho, who came to his fine position via Columbia University.

Iowa some years ago saw the beginning of the educational careers of Worcestre Warren and Will French. Now Mr. Warren is Superintendent of Schools of the Atlantic Coast at Bridgeport, Conn., and Mr. French is Superintendent of Schools on the Pacific Coast at Long Beach, Calif.

The town of Jacksonville, Ill., was founded in 1828 by some settlers from Massachusetts. They came primarily to found the Jacksonville Female Academy that finally became a co-educational institution known now as Illinois College. What is of more than ordinary importance is that the early arrivers planted elms and maples along the streets of Jacksonville, laid out upon a bare plain and now these trees, a hundred or more years old, make the city in the summer one of the most pleasant places in Illinois. The huge trees canopying the streets give shade both to the passerby and to the fine old homes that lie along the residential streets. With two colleges and three state institutions located in the city Jacksonville has a feeling of largeness and prosperity belieing its 17000 population. Dr. Richard Owen Stoops is City Superintendent of Schools here and for many years he has made his system known as one of the best in Illinois.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town
Shopping District, San Francisco

Chinatown and Famous Restaurants
Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station
and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service
of Continental Flavor

250 Rooms

Management SAM D. ADKISSON

THE WESTERN JOURNAL OF EDUCATION

Harr Wagner, *Founder* — Morris Wagner, *Editor*

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

THE SUPERINTENDENTS AT DEL MONTE

"The curriculum must be integrated with the social environment." This was the dominant note, last summer, of the great conference on curriculum held at Stanford. At Del Monte, in October, the superintendents of the state apparently accepted this challenge as it applied, not to the curriculum, but to their duties as administrators. For this was, outstandingly, a convention planned for the layman and for lay participation. The program was splendidly built up with the purpose of "integrating" the professional leaders of education and those laymen who represent the social stake in our schools. Superintendent Kersey stated that twenty different groups of laymen were participating in this conference. Among them he named: the State Board of Education with many past members in attendance; many city and county school trustees; the P.-T. A.; the American Legion; the Federation of Women's Clubs; the League of Women Voters; the California Library Association; the Broadcasters Association; the American Association of University Women; the Y. W. C. A. and the Y. M. C. A., and many chambers of commerce.

It must be agreed that such a conference was a dramatic and highly practical method of "integrating education and the social environment!" Mr. Kersey is to be congratulated on his success in planning and carrying out this fine piece of social cooperation.

The two general sessions of the convention were marked by addresses of notable value and significance. John A. Sexson, City Superintendent of Schools, Pasadena, outlined the issues in the profession of education which should win national recognition and endorsement. His speech carried greater weight because Mr. Sexson is the chairman of a committee of the NEA organized to formulate a national policy for school administrators. Some of the issues upon which he urged agreement were freedom of speech and opinion among school men, and a point of view committed to a policy of change in social institutions, reflected in corresponding changes in education. He pointed out that many of the elements of professional stress rise directly out of the social situation. The financial insecurity of teachers has its roots in the economic motive of unlimited profit. Traditional concepts of vested interests, of pressure groups, and of "spoils of office," limit freedom of effectiveness for individual educators.

Mr. Kersey's speech painted a heartening picture of ground already won in the onward march of education in California, naming as examples: the child-centered program, and the acceptance of adult education and of junior colleges as important parts of our permanent educational scene. He pointed out, as the keynote of this meeting, that the next great problem facing superintendents was that of carrying to the lay public these issues, which depend for their successful outcomes upon the intelligent cooperation of the community as a whole.

At the second general session, presided over by A. R. Clifton, Superintendent of Schools, Los Angeles County, the Governor of California, Frank F. Merriam, discussed the structure of the State budget and ably defended the state against the charge of financial extravagance. James A. Johnson, Warden of the Alcatraz penitentiary, presented to the school men a profoundly moving picture of the criminal whose roots of crime are so plainly traceable to the school age. No one who heard the eloquent plea of this great social worker for better protection and guidance for children could fail to be deeply moved and impressed with the responsibilities of the schools. Doctor Robert G. Sproul, President of the University of California, advocated in a convincing address a program of education for youth in the later adolescent years which, in addition to our present academic courses, would provide opportunities for growth and training in a wide variety of other fields.

Section meetings were arranged for city, county and district superintendents, each group discussing the same general problems as they affected the three different types of organization.

John J. Allen, President of the School Trustees Association, spoke before all three sections, and the relations of trustees and administrators were discussed from different angles by each group. Mr. Allen is a member of the Oakland Board of Education. He presented the problems of the trustee, who often comes to his responsible office untrained for the duties which confront him and inexperienced in questions he must help to solve. The Association of School Trustees has met some of these difficulties. They have published a simplification of that portion of school law which applies to the duties of trustees. They have brought about annual conferences of trustees, and institutes for trustee training, whose programs are of high professional value and are seriously followed by the membership. These conferences, affording an exchange of experiences among members, are a valuable means for training the judgment of school trustees. Opportunity for discussing current legislation affecting schools is also provided. Discussion of Mr. Allen's talk centered around the theme of ways and means to strengthen the cooperation of school trustees and administrators.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(Formerly California School of Arts & Crafts)

FALL TERM NOW IN SESSION

PROFESSIONAL training for congenial life work in advertising art, illustration, costume design, interior decoration, the fine arts, and teaching art in the schools (state accredited course). The Bachelor's degree is granted in Fine Arts, Applied Arts, and Art Education.

SPECIAL after-school art class for teachers. Also special evening classes in the arts and crafts. Saturday morning art classes for children and adults.

Write F. H. Meyer, President, for Catalog.

Broadway at College Avenue
Oakland, California

The same theme was stressed in an able talk given by Roy J. Becker, member of the Los Angeles City Board of Education, before the three groups of superintendents.

Business problems of the schools were presented for discussion by Arthur A. Knoll, President, California Public School Business Officials' Association. Typical problems listed were: building costs, insurance, school sites, transportation, accounting and the need of a uniform state system of accounting with state inspection. Daniel C. Murphy, member of the State Board of Education, contributed a valuable paper, printed in part in another column of The Journal. Another outstanding paper was, "Problems of Housing," by Curtis Warren, of Santa Barbara, and still another, "Problems of City School Finance," by Lawrence Chenoweth, of Bakersfield, and "Problems of the Organization of Supervisor," by W. Jacobsen, of Oakland. These last two valuable discussions were available to those present in mimeographed form, and are possibly still available to those interested.

One of the most important features of the convention was the presence, at one meeting of each section, of a panel composed of representative members of the State Department of Education, who took this opportunity to present before the administrators the services which the state department is prepared to offer. Discussion of problems of relationship between the department and the school systems followed this presentation. Miss Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, and Mr. Walter E. Morgan, Assistant Superintendent of Schools and Chief of Division of Statistics and Research, took a leading part in these discussions.

Much of the pleasant setting of the meeting was contributed by the music provided by Mrs. Elmarie Dyke, Rural Supervisor of Monterey County, for the special luncheon and dinner sessions. At the women's luncheon, presided over by Miss Heffernan, Mrs. Ardella B. Tibby, Superintendent of Compton, was introduced as "the only extant woman city superintendent, may her tribe increase." At the College Dinner, Dean Kemp of the University of California talked delightfully of his summer experiences abroad, contrasting the order and freedom of the great democracy, England, with the impressions received in fascist Italy. At the final dinner and business session, the following officers were elected for the coming year: President, Cornelius B. Collins, Superintendent of Schools, Imperial County; Vice President, Mrs. Leola Riffe Schott, Superintendent of Schools, Plumas County; Secretary, Richardson D. White, City Superintendent of Schools, Glendale; Treasurer, Bruce Walter, City Superintendent of Schools, San Gabriel.

In the informal talk around the firesides of the beautiful Del Monte lobbies, a regretful tone was heard, noting the absence of the loved figure of Harr Wagner, who, during the forty-five years of his participation in the field of California education, had never missed a single convention of the school superintendents. Regret too was openly and warmly expressed that this was to be the last convention under the leadership of Vierling Kersey. Speculation as to his successor was the natural topic wherever groups formed, and consistently the hope was expressed that the choice might fall upon Walter Dexter, who seems to have won universal respect and confidence among the schoolmen of California.

A CHILDREN'S NATIVITY

By ELSIE TOLES,
Associate Professor and Supervisor, Department of Education and Teacher Training, San Jose State College.

It's difficult to give it a name. It is not exactly a pageant, or a play, or a pantomime. Perhaps "A Children's Nativity" comes closest to giving its essential quality. Whatever one calls it, it is compounded of beauty, and simplicity and reverence, as they live in the art of old masters of painting and music, the age-old story of the scriptures and the eternal appeal of childhood. For several years a little school in Berkeley, Calif., becomes each Christmas, a little Oberammergau, achieved by some miracle, in the midst of the garish paganism of the modern Christmas of the market place.

Here is Christmas with no Santa Claus, no Christmas trees and no tinsel. Nothing but the Christmas story, simply and touchingly presented by children of the sixth grade with the aid of Fra Angelico and Sargent, Handel and Mendelssohn, St. John, St. Luke and the prophets. The scenes are living representations of great religious paintings, the music that runs through the whole ceremonial is from the Messiah and the old Christmas hymns, and the words are those of the Bible.

I presume a strict constructionist might ask how, in a country where even the bare reading of the Scriptures in school may be questioned, a presentation in which no word is spoken that does not come from the Scriptures is permitted to pass uncensored. Yet no question of the sort has ever been raised, which is a tribute perhaps to the artistic rightness of the whole, as truly as it is to the ageless appeal of the story.

I have never really seen it myself. That is, as a continuous spectacle. To be sure, I have glimpsed it in snatches between safety-pinning robes on the prophets, making sure the gifts of the Three Kings are at hand, and persuading Joseph not to harry the angels, whose paper halos are none to secure. Those work-a-day duties fell to my lot as teacher of the sixth grade of the University Elementary School in Berkeley, which annually presents the ceremonial. They gave me scant time for sharing the privilges of the audience.

Once in a lull in my duties I managed to slip out and around through the patio, and to stand a moment in the darkness at the back of the auditorium. The curtains had just swung softly together, but there was no applause. Only a little sighing breath ran over the audience, and died away as the softly solemn music of Handel came from somewhere down in front where an unseen player sat at the piano. The music dropped to silence. The curtains again parted.

A little ancient town lying silent and lonely under the desert stars. A growing radiance in the sky and a group of skin-clad shepherds kneeling in adoration. A violin, softened by distance, and a boy's soprano lifted in "Holy Night, Silent Night." As the last notes ended the curtains swung softly shut again, and from the darkness near me rose the voices of a children's choir singing "Under the Stars."

I stumbled as I hurried back to my mischievous prophets and haphazard angels. I might remind myself that those kneeling figures were small sinners whose reaction from the triumphant effectiveness of their moment in the limelight would be something to cope with, but they had given me a glimpse of what it had meant to stand nineteen centuries ago at the threshhold of Christianity.

The children themselves have something of that feeling surviving all the usual backstage struggles of preparation. The high point of the privileges that come to the sixth grade, as the last grade in the school, is the responsibility of presenting the Christmas story. Early in the fall, the question begins to be raised—"Who will be Isaiah?" "Who is to be Mary?" "Who is to be the Angel of the Annunciation?" and there is a surprising unselfishness and honesty in the suggestions. To the children it is truly "The play's the thing" and they seem not to entertain an idea that the choice may go to any but those who *will* make it the thing.

It all began some ten or twelve years ago, when the sixth grade of the University Elementary School was in the hands of Miss Marie Kinell, who has an unusually discriminating appreciation of the arts, so genuine that a rather turbulent lot of sixth graders found themselves by way of becoming civilized in sharing her enthusiasm. She had long regretted, as the thoughtful must, the depressing materialism of the modern Christmas that makes of it a commercial orgy and defrauds the child of the experience of reliving the Christmas story in its deep, human simplicity. This particular year the gradual emergence from barbarism of her lively group, under the influence of their new interest in the arts, suggested that the experiment might be made of attempting to get back of the kind of Christmas observance that had left an illuminated page in her own childhood memories.

With the guile of the teacher bent upon inspiring an activity, she directed their new interest toward great religious paintings. These included the works of Raphael, Fra Angelico, Michelangelo, Hoffman and finally, Sargent and his "Frieze of the Prophets." The children became much interested in the last, especially the grouping and characterization of the different prophets. They discussed the antiquity of the belief of the old Hebrews in the coming of the Messiah, and several found at home the verses from the utterances of the prophets foretelling the event. Miss Kinell then directed their attention to the fact that just as the great painters had been inspired by the story of Christianity, so had the great masters of music. A hunt for Christmas hymns as written or arranged by great musicians resulted, and from then on the course of the activity was assured. The children's love of writing plays, of painting, of making things, of music, of appearing in the public eye, and the timeless appeal of the story itself could result in only one thing—a presentation by the sixth grade of the Christmas Story, the *real* Christmas Story, for their parents and fellow pupils.

They began by selecting pictures that represented the events of the Christmas Story. Some were old masters, some modern paintings, some illustrations from Christmas magazines. They drew and painted the symbolical representation of Moses in Sargent's frieze, planned costumes, and selected the songs they wished to use. The result was crude and fragmentary in many ways, and successive years of effort have smoothed and bettered it, but the simplicity and childlikeness of that first presentation still linger as a charming memory with those who were privileged to see it. Much of that quality has persisted ever since, and each year reilluminates the ceremonial for children and audience alike.

It is presented a few days before Christmas. The little auditorium—packed always—is slowly darkened until the only lights are the reflection of the footlights against the rich red of the velvet curtain. From the distant corridor comes the sound of children's voices lifted in "Come All Ye Faithful." The processional is childish; it straggles a bit, it is sweetly natural, and reverent in spots. Of later years it is clad in little choir-boy vestments, furnished by the P.-T.A., and is somewhat solemn and aware of its importance. Still singing, it ascends to its prepared place in the back of the auditorium and thereafter is a song in the dark. A song that flows through the ceremonial, sometimes a soft little chanting, sometimes a triumphant hymn of praise. When it falls silent the piano takes it up, and only when a child is speaking is the music stilled.

As "Come All Ye Faithful" ends, the curtains swing apart to reveal the prophets of Sargent's famous frieze. Oh, blessed flowing garments of the ancient East! With two sheets and a safety pin, one can make of an awkward lad, in a twinkling, an Ezekiel or a Haggai, Jeremiah or Habbakkuk. Add a pillowslip, and its shadowing hood makes of him the brooding young Hosea. Old bathrobes and household draperies become the robes of Malacchi and Joel, Zephaniah and Obediah.

Yet the result is not absurd. It could not be, when the children are so solemnly intense in their efforts to reproduce the exact line of drapery, the identical gesture. The worn copy of Sargent's painting that lies before me is dog-eared with their study. And when their young voices repeat the prophecies of the Old Testament, of the coming of the Messiah, there is something inexpressibly touching and solemn in the scene. The triumphant song of the choir, "It Came Upon a Midnight Clear," promising that the prophecies are to be fulfilled, comes almost as a relief.

With the last verse the curtains part to reveal Mary, and the Angel of the Lord of Fra Angelica's "Annunciation." The austerely simple background, the grave and delicately beautiful angel, and the patient spirituality of Mary, are not easy to reproduce with sixth grade skill, and sixth grade little girls. But the scene is always satisfyingly lovely, and as Mary's quiet words—"be it unto me according to thy word"—are uttered, the voices in the dark sing softly, "Wind Through the Olive Trees."

Again the curtains open, this time upon the kneeling shepherds, and when "Holy Night" has ended, the chorus, beginning softly, sings "The First Noel" and "Under the Stars." Then the Wise Men come. Such gorgeous Wise Men! Berkeley faces the Orient, and her retired sea captains and wanderers from the far places of the earth have brought back rich booty of brass and silks. Each year the Wise Men's costumes and gifts are different, and always splendid and picturesque. The kings enter in a processional, if there can be a processional, singing, as they pace slowly across the stage, "We Three Kings of Orient Are."

When the last has passed with his gift of myrrh—and the amount of research the sixth grade did to discover what myrrh was and how it could be carried!—the curtains close

and all the lights are dimmed for an instant. When the footlights flash on again, a girl in a flowing robe, with the simple headdress of the Oriental woman of humble station, stands on a small low platform in front of the curtain. Two other small maidens, with flowing robes and halos, on whom has descended an unexpected young dignity, stand as her attendants. She reads the Christmas story "And there were in the same country shepherds abiding in the fields, keeping watch over their flocks by night," and as her clear child's voice ends and the lights go off again, other children's voices take up the song, "Oh, Little Town of Bethlehem," its simplicity promising the simplicity of the scene that follows.

The rough low beams of the stable frame the kneeling shepherds, the Three Wise Men, Joseph and Mary, and the little-girl angels grouped about the low manger from which a light shines on their reverent faces. From the wings a voice repeats the verses of Luke —"And she brought forth her first-born son, and wrapped him in swaddling clothes, and laid him in a manger, because there was no room for them in the inn"—ending with— "And they came with haste, and found Mary and Joseph and the babe lying in a manger." At the last words the choir sings "Away in the Manger," and then, in a splendid burst of song, "Joy to the World" ends the story.

The children who first had the good fortune under an artist teacher to weave this rich pattern of music and art and Christmas story had a creative experience that those who have followed have not enjoyed to the full. Yet, ritualists that children are, they find a recurring satisfaction in taking part in a traditional ceremony whose universal significance they sense without fully recognizing. They approach the part of Isaiah with something of the same feeling of privilege and challenge that an older actor feels in attempting Hamlet. To the teacher it is equally an experience. Whether or not she has an orthodox faith, she finds herself enriched by the children's instinctive response to the age-old story.

The following notes give the items of music arrangement, scenes and verses that constitute the ceremonial as given at the University Elementary School. The interests and study of the children who undertake something similar will probably modify detail without sacrificing the essential idea. Girls as well as boys take the part of Wise Men or prophets, with the exception of Isaiah, who is always a boy. Quality of voice is the deciding factor, since Oriental robes drape boys and girls alike in a flowing sexlessness.

Throughout the presentation there is no applause. When the children are not singing or speaking, there is music from the piano, or piano and violin. The curtains open and close silently, children speak, the choir sings, and the thread of music carries the audience on with no break in mood to the culmination in the scene of the nativity.

SCENE I. PROCESSIONAL. Song, "Oh, Come All Ye Faithful." As Processional ends, from back stage comes, "Hark, the Herald Angels Sing."

SCENE II. PROPHETS. As curtains open, figures assume pose of frieze. The spoken parts are rather long and to avoid weariness, children imperceptibly return to position with arms at side. When a prophet is speaking he again assumes his distinctive pose. Song, "It Came Upon a Midnight Clear." Costumes: See Sargent's Frieze of Prophets, Central symbolical figure of Moses painted by children.

Selections from scriptures spoken by Prophets. Habbakkuk, Ch. 2:2-3. Micah, Ch. 5:4. Jeremiah, Ch. 23:5-6. Haggai, Ch. 2:6-7. Isaiah, Ch. 59:20, Ch. 60:2-3. Zachariah, Ch. 9:9. Zephaniah, Ch. 3:14. Malachai, Ch. 3:1-2. Isaiah, Ch. 40:1, 3-5, 9. Joshua (speaks words of Isaiah 9:6). Ezekiel, Ch. 36:26-27, Isaiah, Ch. 53:1-8. Joel (Psalms), Ch. 24:7-10. Isaiah, Ch. 35:5-10.

SCENE III. ANNUNCIATION. Curtain opens with final words of "It Came Upon a Midnight Clear." The Angel speaks to Mary, and she replies, St. Luke, Ch. 1: only those verses giving the words spoken. Song, "Wind Through the Olive Trees." Costumes: See Fra Angelico's Annunciation.

SCENE IV. SHEPHERDS. Scene posed according to "First Christmas Night," by Emlen McDonald. See copy of picture. Most important in this scene is grouping of shepherds; each figure having an individual and rather striking pose, but each really subordinate to group as whole. Does not duplicate picture exactly. Song, "Silent Night" (while shepherds pose). Solo, with violin. Costumes: Rough one-piece garments of burlap and animal skins, with turbans of various colors.

SCENE V. WISE MEN. (Enter from left wing, one after another, singing, "We Three Kings." Each sings one verse, and other two join in chorus. Costumes: Any authentic Oriental costumes of different nationalities. Each bears a gift—"gold and frankincense and myrrh."

SCENE VI. CHRISTMAS STORY. Curtain closed. In center of space between curtain and footlights, a small platform eight or nine inches high. Story teller on platform. Two attendants below and slightly in back of central figure. Song, "Oh, Little Town of Bethlehem." Costumes: All three dressed in soft gray cheesecloth draped over pink. Two attendants have halos. Story teller has soft shawl-like drapery over head. Suggestion: The central figure in some color that harmonizes yet contrasts with the curtains.

SCENE VII. NATIVITY. Curtains open as singing begins. Manger filled with hay, light reflected from it. Mary seated, Joseph back of her looking down at manger. Wise Men, shepherds, and angels grouped around. Angels placed at some elevation. Grouping should be carefully arranged to prevent stiffness or lack of perspective. Song, "Joy to the World." Costumes: Mary, same as Annunciation. Joseph, according to any authentic picture of the period. Angels in white cheesecloth, wings and halos.

SCENE VIII. RECESSIONAL. Song, "I Heard the Bells on Christmas Day," joyously.

Call For Bids For Textbook Material In Language For The Elementary Grades

THE State Board of Education of California hereby invites sealed bids or proposals on or before December 1, 1936, for the sale or lease of the right to publish and distribute, in California, textbook material in language in the grades four to eight of the public schools of the State of California.

Manuscripts or sample books of the above material should be submitted to the Secretary of the Board, 511 Library and Courts Building, Sacramento, California, not later than December 1, 1936. Each proposal or bid must be enclosed in a separate sealed envelope addressed to the Secretary of the Board, marked, "Bid for textbook in language for the elementary grades," and must be submitted on or before the hour of 5:00 p.m. of December 1, 1936.

Additional information concerning the nature of bids or proposals, and the nature of textbooks, may be secured from the Secretary of the Board.

STATE BOARD OF EDUCATION,

VIERLING KERSEY, Secretary.

Sacramento, California,
November 4, 1936.

SAN FRANCISCO JUNIOR COLLEGE

THIS VIGOROUS newcomer to the youngest branch of our public school system began its first year of existence a year ago under exceptional difficulties, but now in the middle of its second year sees its difficulties on the way to solution and its hopes on the way to fulfillment. Lack of buildings has committed the large student body of more than 1600 to a life of pilgrimage, for part of the sessions are at present held in the rooms of the University of California Extension Division and part of them in the Galileo High School many blocks away across the city. The students have accommodated themselves to these conditions with good will and good discipline, and have already hung up an excellent record of accomplishment.

Now the program of permanent buildings is well under way. Twenty-eight acres of land for the site have been deeded at Balboa Park, and plans for the first buildings are actively progressing. Funds to meet this building program are already assured to the sum of $525,000.00 and PWA funds are hoped for that may bring the total to $900,000.00.

While the curriculum of the junior college includes the traditional academic courses, its true function is more and more proving to be its service to the immediate community.

An interesting evidence of this close tie-up of the college and the city is found in the courses in hotel and restaurant management initiated at the request of the California Northern Hotel Association. San Francisco, long known as a center of trade and tourist travel, and as a "city of hotels," is an ideal community in which to offer training for this industry, said to be the fifth largest industry of the United States. The training offered by the junior college includes a well-planned background and technical instruction as well. The courses are proving so satisfactory that they now include among those registered the sons of many of the well-known hotel managers of the west, who prefer this sort of preparation rather than depending only on an apprenticeship in the business.

This type of course will probably be followed by others with an equally close tie-up to the business and professional needs of San Francisco. The city feels itself well served by A. J. Cloud, president of the junior college, and his vigorously growing young institution.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

California, Our Theme For Book Week

HENRIETTA G. THOMAS,
Librarian of San Jose High School Library.

We have always considered Book Week the time to build up some neglected spot in our book collection; consequently we have never happened to choose the annual Book Week theme. This year we have the added incentive to work with our changing curriculum. With that in mind I chose "California" as the subject and have tried to contribute to every department in the school through suggesting in the exhibit some subject for class reports or mentioning something in keeping with our new course of study. As usual there will be some books for leisure reading also. Book Week has always furnished this and now, after some years, we have a fairly good working collection of leisure reading books.

Our library is a combination study-hall and library. The room is a very large one with a great deal of wall space and with some locked wall cases. We will try to make the room as attractive as possible with posters, maps, pictures, postal cards and graphs. We will use several bulletin boards. Our color scheme is blue and gold. We will use the colors in the flowers, coverings for tables and shelves, and in the smocks of the librarians. We intend to develop "California" very fully. We will have a wider range in the choice of books this year than ever before. Some of the subjects will be biography, history, travel, poetry, essays, humor, exploration and drama. The books must be written by California authors or have California as the topic. In the locked cases we will have borrowed collections of autographed books, native minerals, flowers and birds. There will be an attractive corner in the room where we will have the subject of the day featured.

On Monday the emphasis will be upon California architecture, travel in California, moving pictures, the open air theatre and the legitimate theatre, California resources and products, birds, flowers, minerals, music and art, mountaineering, conservation and parks. Photography also will be included.

Tuesday is to be devoted to history, the early explorations, the Spanish regime, the missions, the gold rush, the nationalities in the state and the Indians. We will lay extra emphasis upon Santa Clara County, its history and its resources.

Wednesday's feature will be our California newspapers and magazines. I hope to have a short history of the papers selected with a November issue of each paper. We will endeavor to have November numbers of the magazines, too.

Thursday will be given over to California authors and we will attempt to have local authors generously represented. We will have copies of their works, their pictures, their essays or poems and a bit of manuscript written by them where available. In the evening we are to have Open House with four students as hosts dressed in early California costume: a Spanish senorita, a don, an Indian and an American lady to greet the guests. Four musical numbers will be given at intervals during the evening: "I Love You California," "Hail, Stanford, Hail!", "Blue and Gold" and "San Francisco."

Friday we are offering something about our large universities and the San Jose State College.

The teachers, the librarians and the students are making loans of personal possessions. There will be such things as Mark Twain's autograph, autographed books of the Markham Family (Edwin Markham, Anna Catherine Markham and Virgil Markham) and Henry Meade Bland, the late poet laureate, who was at one time a teacher in the San Jose State College. The science department will be represented with loans of minerals, wild flowers and pictures of our birds. The commercial students will be able to make reports from our data on California resources and products. The history classes will find much to carry back to their work. During the week the public speaking pupils will give talks on any subject suggested by the exhibits. The language department will offer information concerning the different nationalities in our midst and this can be taken over into the social studies as a social problem. The home economics and drama departments will be responsible for the early California costumes while the art department will aid in our decorations and will furnish colorful posters for advertising. This is a class project. The music department brings the trio for the Open House program. The journalism class for weeks before Book Week has had a buildup for the Book Week edition of the San Jose High School Herald. The reporters began with a general article and for five issues before the Book Week number they have had a news story, telling each week the Monday-Friday daily program a day at a time. They also ran a weekly poem of some local author on the feature page of the paper to emphasize our talented neighbors. I feel, however, that they will get something from seeing the magazines and newspapers aside from any article they may write about the display itself. I think the classes in advertising may be able to pick up something to further their searchings.

I have tried to use a varied and extensive amount of publicity. The teacher in charge of the bulletin boards in the building's corridor will fill his cases with Book Week data. We will have articles in local papers and papers in other vicinities. We intend to send material to the publicity chairman of the northern section of the School Library Association. Printed invitations will go out to women's clubs, service clubs, schools and school authorities, many associations and numerous prominent people, including many of our local authors. Class announcements within our school will extend an invitation to the students and their parents. We will ask the ministers the Sunday before Book Week to make announcements from their pulpits and we will ask the lecturers from Stanford University who have talked to our teachers on the new education to come to see us. The students of the School of Librarianship at the San Jose State College have been told about our plans and they will probably come to observe the exhibits. That will possibly mean a daily discussion at the college on our special daily features. Publicity also is being sent to interested school librarians about the state. It seems that, in all likelihood,

Read what teachers say about

RUGG-KRUEGER

Social Science Course for Elementary Schools

● "I have been gratified at the interest the children have shown in them."—*Mrs. Aletta B. Lea, Principal, Franklin School, Eureka, Calif.*

● "You are to be complimented upon presenting such worth-while material in a most readable manner."—*Allan F. Locke, McKinley School, Vallejo, Calif.*

● "They should be in children's home libraries as well as in the schools."—*Zana Prescott, Warren Avenue School, Seattle, Wash.*

GINN AND COMPANY
45 Second Street
San Francisco, California

we can arrange some dated articles in our local papers. The Friday before Book Week the papers will carry a news item of the five Book Week daily endeavors. The following Sunday the book page will publish an article on the Thursday program of California authors. Thursday evening there will be seventy-five copies of the Book Week edition of the school paper for free distribution. A bibliography of the library's available books and magazines dealing with California will be sent to the English and history classes and to any other classes on request. It will be posted in the library and on the faculty bulletin board at the principal's office. This book-list will enable the teachers to make assignments easily for student reports.

It may be of interest to know how the books and material for Book Week, aside from personal loans, have been collected. A small amount of money will be taken from the library budget. However, for the first time, money has been given by various clubs, such as the Science Club, The Mask and Scroll, the Dramatic Honor Society, The Library Club and the Girls' League. Books purchased with these club funds will be shown all week and an acknowledgment will be made through the school paper, and also individual notes of thanks will be sent from The Library Club secretary. Free material has been gathered from newspapers and solicited from the railroads and our chamber of commerce and business houses. Our dramatic and music departments are now on the air and they will make an announcement for us over the radio on the appropriate day.

MEETING OF SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

This association met at Hanford on October 17 and 18. The following report of the meeting was sent to us by Miss Edith C. Schroeder, Librarian of the Hanford Union High School.

The School Library Association of California was organized last year in October at the annual meeting of the Northern and Southern sections of School Library Association. Miss Elizabeth Neal was elected president and presided at all of the meetings held here. Miss Neal is librarian of Compton Junior College, Compton, Calif.

The meetings opened with a luncheon and greetings from Mr. Jacob L. Neighbor, Principal of the Hanford Union High School, response from Miss Neal and a few words from Edith C. Schroeder, librarian of the Hanford High School, who was hostess.

After luncheon the group adjourned to the high school, where the following round-tables were held: Elementary Schools section had as its speaker Mrs. Frances Clark Sayers, who is a member of the Library School Faculty of the University of California. Mrs. Florence Hurst, president of the Los Angeles School Library Association, conducted the Junior High round-table, with a guest speaker, Mrs. Kathryn Francis, member of the Social Science Department of the Emerson Junior High, Los Angeles. The Emerson School is an experimental junior high conducted by U. C. L. A. She spoke from the point of view of the contributions of the school library to the social science program in her school.

The High School section was conducted by Miss Gertrude Memmler, librarian of Berkeley High, and her guest speaker was Miss Jessie Boyd, member of the U. C. School of Librarianship faculty. Her topic was "Professional Training of Secondary School Librarians."

Miss Winifred Skinner of Pasadena Junior College conducted the Junior College round-table and problems peculiar to Junior Colleges were discussed.

At the close of the round-tables a general meeting was held. Miss Evelyn Clements, Chairman of the Division of Certification of the State Department of Education, discussed "Recent Trends in Certification." Mr. C. F. Muncy spoke on recent developments in the survey of Secondary School Libraries. Mr. Muncy is head of the Department on Surveys in the State Department of Education. Miss Margaret Glassey, librarian of the Emerson Junior High, Los Angeles, presided.

Miss Marjory Hunter, of Henley on the Thames, England, exchange instructor in Alhambra High School, gave a talk, and vividly pictured the English school system. Here are some of the interesting points of her talk:

ENGLISH PUBLIC SCHOOLS are under government grant, with local boards having to do with the internal machinery of the schools. The English school day is much less strenuous than the American schools. There is forty-five minutes out in the morning when students as well as teachers repair to the dining room and all are served with something warm to drink, or milk or fruit juices. At 4 o'clock the faculty has tea served in the faculty room. The study of French is an absolute compulsion. Work in higher forms correspond to our college entrance requirements. Girls wear uniforms and the boys wear grey with bright coats to relieve the monotony. Girls are not allowed to wear any makeup. School children in England, Miss Hunter stated, are more civilized and disciplined than in the United States and show more deference to their teachers.

In her school they have an excellent library, but students do not have full time use of it as here. There is no public library at Henley on the Thames, and young people are not trained in the use of the library as in this country.

Higher standards of training for school librarians and a more equal distribution of school library facilities among various parts of the state were urged at this meeting.

A state-wide professional committee was appointed. It is organized along lines of the former sectional professional committee dealing with professional activities. Miss Margaret Glassey of Los Angeles, Jewell Gardiner of Sacramento, Joyce Backus of San Jose and Elizabeth Neal of Compton compose the committee.

A committee to work out a program on the basis of a state-wide survey made as to equipment, books, professional training, etc., was appointed by Mr. C. F. Muncy of Sacramento. Elizabeth Neal of Compton, Hope Potter of South Pasadena, Helen Pierce of Modesto, Joyce Backus of San Jose, and Edith Schroeder of Hanford are the members of this committee.

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 CROCKER BUILDING, GARFIELD 1346
Residence: 450 17TH AVENUE, EVERGREEN 1560
SAN FRANCISCO, CALIF.

MR. GEORGE P. BRETT

BY J. H. BEERS,
Pacific Coast Manager, The Macmillan Company.

GEORGE PRATT BRETT, who, for thirty-five years was president of The Macmillan Company, died at his home in Fairfield, Conn., on September 19, 1936.

It was due to Mr. Brett's efforts that The Macmillan Company was established in 1896 as an American corporation with its own board of directors. Formerly, Macmillan's business in the United States had been carried on as a branch of Macmillan and Company, Ltd., of London, and had consisted largely of marketing in this country the publications of the English firm. With the formation of The Macmillan Company there began an active business for the American publication of books by American authors, although books by English authors were, and are still imported either as bound books or for republishing in this country. Although Mr. Brett retired from the position of president in 1931 he continued, as chairman of the board of directors, to give the company the benefit of his wise counsel and wide experience until the time of his death. Upon Mr. Brett's retirement as president his son, George P. Brett, Jr., was elected to the position.

The start of Mr. George P. Brett (the Senior) in the book business was as a salesman under his father, George Edward Brett, the American agent for the London House. He left the book work for a few years in the early 1880's when he came to California and worked as a cowboy. He worked diligently and even became the owner of a ranch. In the late 80's when his father's health failed, Mr. Brett returned to New York and assumed his father's duties, and, in 1890, his position.

During Mr. Brett's incumbency as president, The Macmillan Company' list of publications grew from none to approximately 17,000 and covered most fields of human interest, both in textbooks and in books for sale through book-store channels. Perhaps one of his most spectacular publishing feats was the exploitation of H. G. Wells's "Outline of History." A small list of some of the more important authors whom he discovered or whose works he published would include such names as F. Marion Crawford, Jack London, Winston Churchill, John Masefield, Edward Arlington Robinson, Owen Wister, Lord Bryce, James Lane Allen, Theodore Roosevelt, Jacob Riis, Ida Tarbell, Zona Gale, May Sinclair, Gertrude Atherton, and Ernest Poole.

In addition to his activities as a publisher, Mr. Brett had many other interests. One of these was in horticulture. On the grounds of his home in Connecticut he had more than 300 varieties of evergreen trees from many parts of the world. Around his winter home in Florida, he had a large collection of living palms.

With all of his ability as an organizer, administrator, financier, idealist, and literary critic, Mr. Brett never lost sight of details. His memory of these even at the age of 78 when he died, was remarkable. His life, to those of us who knew him, was an illustration of the success to be attained by building on a foundation which is solid, solid because of critical attention to every detail which makes up that foundation; while never allowing the details to obscure a vision of the completed whole.

WESTERN SCHOOL NEWS

Roy L. Skeen of the Department of Psychology at the Eastern Oregon Normal School at La Grande spent the school year of 1935-1936 at Palo Alto attending Stanford University. He was on sabbatical leave to do graduate work in education and psychology, working toward a doctorate in education. He remained in Palo Alto until late in August, completing his examination and will prepare his thesis during the coming year.

Mr. Skeen is an Oregonian with a B.A. from the Willamette University and an M.A. from the University of Washington.

The Eastern Oregon Normal School is a normal school and a junior college combined. It serves a large area, rather sparsely settled. The surrounding country is devoted to farming and stock. La Grande is a town of about 10,000 population. Mr. Skeen has been a member of the faculty as assistant professor of psychology for the past five years. He has had experience in both elementary and high school teaching as well as some administrative experience as superintendent at Ione and later at Umatilla. He is at present a member of the Oregon State Textbook Commission which is considering the adoption of social studies and science texts.

Mrs. Gladys L. Potter, Assistant Chief, Division of Elementary Education and Rural Schools, California State Department of Education, spent November 2-4 demonstrating methods in reading in the schools of Orange County. Teachers and principals from the area immediately surrounding the school chosen were in attendance to observe Mrs. Potter's demonstrations and participated in the discussion. The demonstration covered work with primary and upper grade children and with both American and foreign groups. The plans for the conference were made by Roy W. Adkinson, County School Superintendent. Mr. Adkinson has announced that his program is the first of a series of demonstration conferences being planned for Orange County.

Miss Nora Ashfield, for many years connected with the Richmond School Department as teacher, principal and assistant superintendent of school, recently retired because of ill health. She is now residing at her home in Redding, Calif., where she is gradually recovering her health. As an educator, Miss Ashfield ranked with the best. She was keenly interested in children and many successful professional and business men of today owe much to the personal interest she took in them. Miss Ashfield continues her great interest in the problems of education and devotes much of her spare time to educational literature. She is also always glad to hear from her former associates.

Oroville C. Pratt, president of the National Educational Association for 1936-1937, has been city superintendent of schools of Spokane, Wash., for the past twenty years. It is gratifying to have so long and successful a service recognized. The Western Journal of Education is especially pleased to make note in its columns of a western man as president of the national association.

E. P. O'Reilly, principal of the William Land School in Sacramento, attended Stanford Summer Session, beginning courses preparatory to a future doctor's degree.

The University of Southern California chapter of Phi Delta Kappa, national education fraternity, is sponsoring a conducted tour of Mexico during the Christmas holidays. Dr. William G. Campbell, assistant professor of education at U. S. C., who is well known for his summer tours of the Orient, will conduct the trip.

Humboldt and Mendocino counties held a joint institute at Willits September 14-15-16. The report reached us too late for the September issue and was omitted from the October special issue. The North Coast Section of the California Teachers' Association met at the same time.

John W. Taylor, Superintendent of Schools of Mendocino County, and Robert A. Bugbee, Superintendent of Schools of Humboldt County, were in charge of the program. About seven hundred teachers were in attendance.

There were addresses by Mrs. J. J. Garland on the work of the P.-T. A. and by Superintendent Walter S. Bachrodt of San Jose on relations of teachers and the community.

An address that had been looked forward to with great interest and pleasure by all the teachers was given by Miss Helen Heffernan of the State Department of Education. She spoke on "Social Studies in the Elementary School Program." This was an outstanding address and every teacher found a special help to carry back to the schoolroom. Margaret Erdt spoke to the high school section on "Art Teaching in the High School."

The National Council of Geography Teachers will hold their annual meeting in the Hotel Syracuse, Syracuse, N. Y., on December 29 and 30.

Items of Public Interest From Proceedings of the State Board of Education

The regular quarterly meeting of the California State Board of Education was held at Del Monte, Calif., October 28 and 29, 1936. The State Board of Education met in conjunction with the county, city and district superintendents of schools, who held their annual conference at Del Monte, October 26, 27 and 28.

Important items of business considered by the board are the following:

(1) A communication from V. S. McClatchy, executive secretary of the California Joint Immigration Committee, concerning a publication entitled *Pacific Relations*, alleged to contain propaganda favorable to Japan, was considered in an extended discussion by the board. Referred to the Textbook Committee of the State Board of Education, which committee consists of J. R. Gabbert, chairman; Mrs. Florence C. Porter, Miss Alice H. Dougherty and R. E. Golway. Report requested as to whether or not this book should be removed from the authorized list of high school textbooks.

A communication in connection with two other textbooks listed on the published list of high school textbooks was presented. This communication alleged that these textbooks contained propaganda. The State Board of Education likewise referred these textbooks to the Textbook Committee for its consideration.

(2) The State Board of Education authorized that the rules and regulations of the board be published and made available to the public schools of the state of California. These rules and regulations are to be published in sections, one section dealing with regulations concerning teachers, pupils and attendance; another section concerning pupil transportation; a third section concerning retirement, and a fourth section concerning teacher training and certification. Another section of the rules and regulations would be in the form of a handbook for school trustees. Since these materials are practically in final form, their publication should proceed so that they may be rapidly made available.

(3) The State Board of Education gave particular attention to a statement presented by the secretary of the board concerning the status and need for elementary textbooks for the next biennium. According to the report of the secretary the textbook budget for elementary school textbooks has been seriously reduced since the 1933 legislature. This reduction has been so great that handicap confronts young people in numerous school situations in the state. In order that this program may be brought up to a situation that will be fairly near the needs of the immediate future, the State Board of Education authorized the presentation of a budget of $1,140,000 for consideration by the state legislature for elementary school textbooks for the biennium 1937-1938.

(4) The State Board of Education acted favorably upon a plan and procedure in connection with the issuance of credentials to properly trained and experienced engineers and custodians in public schools in the state of California. The plan for putting into effect these credentials is one to be determined upon by local boards of education.

(5) A call for bids for language texts to be used in the elementary schools of the state of California for the next six years was issued by the State Board of Education. A four-book language series was suggested. The California Curriculum Commission and the State Department of Education were directed to give consideration to the preparation of proper evaluation and specification scales in connection with this forthcoming adoption.

(6) Because of the many important problems which have to do with the field of special education and because of the demand for a specification of the type and need of services in this connection, and in view of the co-operation volunteered by the Northern Council for the Education of Exceptional Children and the Southern California Council, the State Board of Education authorized the designation of a commission to consist of the following:

Chief of the Bureau for the Education of the Blind (Principal, California School for the Blind); Chief of Bureau for the Education of the Deaf (Principal, California School for the Deaf), Chief of Bureau of Mental Hygiene, Chief of Bureau of Correction of Speech Defects, Chief of Bureau of Vocational Rehabilitation.

The Board adjourned to meet in the city of Sacramento during the second week in January, 1937.

Respectfully submitted,

V. Kersey, *Secretary*.

PUBLIC ATTITUDES TOWARD SCHOOL

Particularly With Relation to the Labor Attitudes

By DANIEL C. MURPHY,
Member of the State Board of Education

Ideas Unanimously Accepted

ANY OF US who are engaged in activities in which there is general public interest are concerned about the attitude of the public mind towards the manner in which we are performing our particular job.

There is a variance of opinion about many school activities, but there is no difference of opinion about the value of public education.

The present economic situation has brought about much discussion as to what the future holds for the on-coming generation and the part that education shall play in their every-day lives.

Many years ago it became apparent that the development of machinery, making possible mass production, would make unnecessary the long hours of labor and as a result there would be much leisure time either through a shortened working day or as a result of temporary unemployment. This leisure time must be spent and therefore the need for teaching people how to live becomes one of the grat problems of education.

The end of the World War marked a starting point in a new analysis of our public school system.

It was supposed that as the war to end all wars had been successful and as a better understanding among nations had been established that we in America could begin to enjoy the fruits of our efforts to make the world a better place in which to live, particularly in our own land, and give to our youth the benefits of an education that would enable them to conduct the affairs of a new order and to earn a livelihood under an economic system that had been developed to a point of efficiency by the use of machinery that left no place in the general scheme for the illiterate laborer with only a pair of strong hands with which to earn a living.

New Role of Government

The proposition that government must take a larger part in the personal affairs of its citizens is now generally recognized; the necessity for a shorter work day that will make for a wider distribution of employment opportunities—the elimination of child labor—not only because it is the child's due that he be trained and educated in the early years of his life, but also to relieve the pressure in an over-crowded labor market. The proper care of the aged, those who have rendered service but who no longer can maintain the rapid pace set by modern industry—the protection of those who through no fault of their own have become unemployed—all these are now recognized as being proper and necessary governmental functions.

That we may have a citizenry that is capable of dealing with these problems it is necessary that it be educated. These are problems quite close to home. They are easy to understand. To determine the best way of dealing with them will require much discussion and some changes in our laws. If for none other than purely humane reasons we should deal with these problems. It is necessary also because out of the misery and frustration caused by the dislocation of our economic processes, the lack of education of some of our youth, our partial neglect of character training, have caused many of our people to lend willing ears to much of the subversive propaganda that is being put forth with the result that the basic principles of our government, that we have long revered, are being made the object of attack and there is great demand for a complete change in our form of government.

Threatening Dangers

As we survey the holocaust of Civil War in Europe, when we survey the governments that have been established in which individual rights are no longer observed, where whole populations obey the decrees of a single Dictator, it is foolish for us to take refuge in the thought that it cannot happen here.

These doctrines that are being preached in the dark places should be brought out into the light of day. Let our schools have full freedom in explaining to our youth the different philosophies of government and let our youth, because of the knowledge obtained in our free school system, be in a position to decide as to the advantages of living under a government based upon the maximum of freedom to the individual as opposed to the philosophy of the totalitarian state.

The charge is being made that subversive groups are hiding their real purpose while ostensibly they are striving to make economic conditions better and unfortunately there is an effort to include in that category a great many people of liberal thought and opinion.

The Passing of Apprenticeship

Heading a little brochure relating to adult education there is a quotation that "Lifelong Learning Is Becoming a Necessity" and many of our people are beginning to realize that such is the fact. In previous generations the sole objective was to find an opportunity of learning a trade. The apprenticeship indenture was very rigid and in many instances the parents of the apprentice were willing to pay for the "privilege" of having their son learn a trade.

The establishments were usually very small and there was little room for expansion so that at the completion of the apprenticeship training it was necessary for the youth who had finished his apprenticeship to journey forthwith to other localities where there might be need of his services, hence the term "journeyman."

As industry developed, and mass production progressed, the expansion took place within the plant so that apprentices for the most part have been absorbed in the plant in which they served their apprenticeship. This is a decided advantage inasmuch as it keeps the youth closer to home, keeps before him the obligation to provide for his aged parents as well as other relatives who are still dependent and also makes for a closer knit community life which brings us to the subject of "Group Activities" and the need of having supervision of these activities as a part of our educational system.

Responsibility of the Home

In this regard we should stress the importance of proper home environment as, notwithstanding the widespread benefit of our public system of education, there is a decided increase in crime and our prison statistics show that the crime age is lower than ever before and in the vast majority of cases the facts produced indicate that the youthful criminals did not have the proper home training. The growth of the divorce evil and the consequent tearing asunder of family ties, children being separated and parceled out to relatives who are unwilling to care for them, or becoming inmates of institutions, all have the effect of breaking down characters that are not yet fully developed.

Surely, it is no accident that in San Quentin Penitentiary at the present time there is no inmate who was formerly a member of the Boy Scouts, the C. Y. O., the De Molay, the Antlers or the junior organizations controlled by the Knights of Columbus or similar organizations. It also proves that the boys who have now or who have had the good fortune to be members of these youth training organizations also have had the fundamental advantage of a good home. Thus it is demonstrated that while school curriculum should be enriched to the maximum nevertheless there should always be that understanding that the parents are obligated to have full control of the child's real growth toward a proper standard at maturity.

The "Family Relations Classes" which are operating in many parts of the state are of inestimable benefit to the community. It is interesting to note that as part of a study group there is a discussion of problems of parents and adolescents. Among the subjects discussed are:

The Fine Art of Getting Along With People,
When Is a Family a Success?
Why Marriage Goes Wrong,
Preparing Youth for Marriage,
Dads and Mothers that Young People Like,
The New Approach to Sex Education,
The Family in Literature,
Marriage Clinic,
Understanding the Adolescent,
The Problem Home,
Parents in Search of Education,

and an explanation which will lead to a common understanding of the importance of these several propositions with relation to family life cannot fail to be a distinct advantage to those who are desirous of learning how best to live with those with whom they rub shoulders in their everyday experiences.

Vocational Training

The vocational training system of the state of California is deserving of high commendation. When it becomes apparent that young people who have secured employment are likely to remain in a group that bids fair to survive the competition of new developments of science and invention, it is of advantage to themselves and to their calling that they have additional and specialized training that cannot readily be given in the establishment in which they are employed.

The greatest of the evils of mass production is that trades have been split up into many "skills" with the result that the old-time general artisan or craftsman has disappeared, to be replaced by workers who learn only one small part of an important art or trade. The monotony of repetition, performing the same small operation again

and again, is not conducive to the development of pride in one's art or workmanship so that a special training that will enable a wage-earner to enlarge his sphere and prepare himself for possible promotion is an activity that adds a great deal to the value of the entire system of public education. Included in the program of vocational training are special features to create a better understanding by all of those who have any supervision or control of school children. Among these are the police.

The Police Force and Education

In a recent address given by John Edgar Hoover, Director of the Federal Bureau of Investigation, United States Department of Justice, he expressed the hope that "the time will come when a part of a law-enforcement officer's requirements will be his ability to obtain the confidence, respect, and friendship of the young person. Friendly guidance is needed, especially in our big cities. Police associations which have as their object the building of interest among children, especially those in the poorer districts, in athletics, clean amusement, proper type of hero worship, and the belief that whenever in trouble they should go to the nearest policeman, are elements which should be vastly extended. The boy or girl who admires and desires to emulate some honest, efficient and friendly law-enforcement officer is well reinforced against the temptations of the underworld."

In connection with this it is worthy of mention that the State Board of Education has now under way a program of training for policemen. There is a special selection of those inside the police department who show an aptitude for teaching. They are given instructions in teaching methods and in turn they train their brother officers in matters relating to police work. This is in harmony with the idea of "Training on the Job" and is different from the methods of giving special education to people who are hopeful of obtaining employment as police officers. This idea of specialized education fits in very well as a part of the program of adult education and while it is desirable that the program of secondary education offers instruction in elementary shop work, the use of business office equipment, care should be taken that the time should not be used in specialized training for vocations or employment that the pupil upon leaving school is not able to secure.

Education and Social Unrest

Our present policy of extending compulsory education into the secondary schools is fully justified, not only because of economic necessity but also because of the complexities of modern life and the need of a better understanding of the reasons why government is going further in the regulation of industry and even some of our individual activities. And right here the attitude of labor, as such, towards education should be stressed. One of the great difficulties that confront those who have been selected in any capacity to represent labor is the problem of explaining to many wage-earners the reasons for the enactment of many laws and the rendering of judicial decisions. Those who desire to foment industrial unrest and dissatisfaction with social and economic conditions ofttimes do so by pointing out the seeming prejudice on the part of the courts and to hold the balance as between capital and industry to be unequal because of the control of wealth in the hands of a few.

At no time in history has there been a greater need for knowledge of our *form of government* and its basic principles and processes. Much of the present unrest caused by the economic depression would be minimized if all of our people were sufficiently well educated to enable them to have a better understanding of cause and effect.

A brief review will show that as mass production progressed, more and more was the personal relationship between employer and employee reduced and more and more were the efforts to raise living standards hindered by statutory law or legalistic opinions. Therefore, labor looks to our educational system to impart such knowledge of basic principles as will constitute a foundation stone of real patriotism that will withstand the onslaughts of subversive propaganda. The present agitation for constitutional changes is based upon the belief that our courts are too often prejudiced in favor of property rights as against human rights.

Social Welfare Program

At this time a very large program providing for aged relief, the elimination of child labor, security against unemployment, is generally accepted as an indication of humane progress within the boundaries of this nation. We are a long way from the pioneer stage of living. No longer are great hordes of immigrants coming to our shores. The material in the melting pot is no longer influx. We have a population of 130,000,000 people who, regardless of ancestry, make up the America of today. In the minds of most of them there is a determined attitude that our schools shall produce a type of citizen who will be educated at least up to the point of being capable of understanding the problems of the day. They approve the enriched curricula of the classrooms and the playground facilities that are operated in conjunction with our school system and, as a San Franciscan, may I be pardoned in making note of those great athletes whose names have been in the headlines in the American classic, the world's series, who are products of San Francisco's system of public playgrounds.

In the final analysis, however, we must never lose sight of what the home environment means to our youth. We no longer have the problem of breaking down old world traditions and customs. The majority of the parents of the present school generation are also native born Americans and as a consequence we can expect that the home environment will conform with the objectives of the school.

Schools, the Bulwark of Democracy

We have cause to rejoice that the people of America are completely "sold" on education; that they know that democratic institutions do not survive in the places where the people are illiterate and while comparisons are ofttimes odious we can view the distressing conditions in other countries and, quite close to home, in Mexico with its great wealth of natural resources and productive soil, where the people are victims of conflicting propaganda and subversive doctrines and repeatedly changing the administration of their government with the hope that oppression may cease and that they will be protected from exploitation. This one example fully demonstrates the impossibility of attaining Utopia all at once. Far better for us to inculcate into the minds of our youth the knowledge that our form of government is a development of time, that its privileges wisely used will build up a civilization and culture that will provide full opportunity for the pursuit of happiness and still guarantee the maximum of protection for individual initiative.

ST. GERMAIN RESTAURANT

60 Ellis Street, San Francisco

Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.

Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00

Phone: SUtter 2980

CALIFORNIA SCHOOL TRUSTEES' ASSOCIATION

This association held its annual convention at Ventura September 7th and 8th. The report of the convention reached us too late for the September issue and was necessarily omitted from the special October issue.

The report we received of the convention indicated that it was a marked success. A large attendance, representing thirty counties, outstanding speakers, and a very interesting exhibit of school materials made the session of great value to the membership. Among the resolutions passed, one is of special interest to school people in general, teachers and administrators as well as trustees. We quote it in full:

"*Whereas*, education for worthy citizenship is a first objective of our public schools, and

"*Whereas*, as school trustees we should foster this objective by a definite policy to be pursued in securing the fullest contribution of our public school to this objective, which necessarily includes the full truth about the development of democratic ideals of government; a study of modern life and its problems; and a study of all subversive and harmful influences which threaten our schools or our form of government,

"Therefore Be It Resolved by the School Trustees' Association of the State of California, that the study of the development of the ideals of our democratic form of government be given added importance in all curricular activities; that all subversive influences and false and misleading propaganda found in our schools be studied and analyzed, unmasked and exposed, in the same light and by the same manner in which we expose the viciousness of narcotics, alcohol, or any other wrong or immoral social practice."

The following officers for the coming year were elected: President, John J. Allen, Jr., Oakland; first vice-president, George Wells, Santa Ana; second vice-president, G. Levin Aynesworth, Fresno; junior past president, F. T. McGinnis, Crows Landing; executive secretary-treasurer, Mrs. I. E. Porter, Bakersfield.

SAN BERNARDINO COUNTY CARES FOR ITS HANDICAPPED CHILDREN

THE following notes have been sent us at our request by Mrs. Beulah Paul, Director of Rural Education, San Bernardino County:

We have recently added to the San Bernardino County teaching staff two nurses. Mildred Parenteau, R. N., B. S. Degree in Education, University of New Mexico, Albuquerque, New Mexico, received her training in nursing in Los Angeles County General Hospital, graduating in 1935. Before coming to the San Bernardino County Schools in 1936 Miss Parenteau was occupied in Medical Social work with the State Relief Administration. Miss Sarah Nelson is a graudate of the University of Minnesota and spent nine years in Public Health work at Detroit. Last year Miss Nelson spent in the service of the American Red Cross.

We also have a staff of four teachers for the Physically Handicapped children in San Bernardino County. Mrs. Alma Wedberg, who is specialist in the field of Corrective Speech, supervises this program.

These teachers have on the average fifteen children each who are unable to attend school. We work with children who are afflicted with a great variety of maladies, but most of the cases are children who cannot go to school because of weak hearts. These receive two hours weekly instruction in their homes.

It may seem that not much value could be gained by so limited an amount of time, but almost without exception our home school students completed their work for their respective grades. The reason for this, we believe, is that these pupils are eager to make use of the time that hangs so heavily upon their hands. The teachers leave assignments to cover the whole week and rarely do the children fail to meet them.

One of the factors which has made these underprivileged children feel that they belong to a certain school known as San Bernardino County Home School is the editing of a little monthly newspaper. This they have named "The Home School Extra." Every shut-in anxiously awaits the arrival of the paper because he may find an answer to a letter which he wrote to another friend whom he has never seen, yet has grown to know through the little school paper.

This department maintains a hospital school where there is an enrollment of an average of twenty-three children. The greater portion of these are afflicted with tuberculosis.

To meet the needs this year of the children in the rural schools who are handicapped with speech defects, we have added one more teacher. Realizing that if a child's faulty speech habits are neglected, they are likely to become more and more strongly fixed as he grows older, we believe that the public schools can render no greater assistance to a child than to help him learn how to give appropriate vocal expression to his thoughts and feelings. Few of us realize how important it is to be able to speak clearly, unfalteringly, and without effort, how it actually gives a feeling of security in our relations with other human beings.

This program of correction, we hope, may be broadened in the future in San Bernardino County to include a service of guidance along mental hygiene lines.

The mental health of a child should be considered a phase of the physical health inasmuch as the nervous system is a part of the body. Its function is to make the necessary connections with people, conditions, and things that will enable the child to grow and be happy.

When he is able to adjust himself socially, so that he feels an adequacy in meeting all like situations, that child is in a state of mental health. If he is unable to do this, he becomes a problem case, or a queer nonsocial being who is never quite able to meet life satisfactorily.

It is our belief that the school should not dodge the responsibility of discovering these children and creating new attitudes, which will give them new habits of conduct and thinking, so we hope to make this type of program a permanent part of our work.

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery
Main Store
1120 MARKET STREET
Opposite 7th Street
Telephone MArket 3303-3304
Specializing in food products for building and maintaining health
Send for Free Catalogue

ADMINISTRATIVE REORGANIZATION OF SACRAMENTO SCHOOLS

THE vacancy occasioned by the resignation of Mr. J. R. Overturf, Deputy Superintendent of Schools, who is now Superintendent of Schools in Palo Alto, has not been filled. Instead there has been a reorganization of the administrative department.

Charles C. Hughes, Superintendent, in addition to his previous duties, has assumed charge of the junior college.

There will be no deputy superintendent. Most of his duties will be divided between two assistant superintendents.

Mr. Leo Baisden, Assistant Superintendent, will have supervision of Elementary Schools, Junior High Schools, Senior High Schools, and the School Health Department; also direction of the selection of text books, direction of supervisors of special subjects, direction of curriculum and direction of school libraries, including the Professional Library.

Dr. Bursch was formerly Director of Research and Student Personnel. He has been made an Assistant Superintendent, a position coordinate with that of Mr. Baisden. In addition to his previous duties, as Director of Research and Student Personnel, he has supervision of special schools, night schools and Continuation High School, and the general supervision of budgetary and financial items.

While this may appear to be a pretty heavy assignment for three people in a school system of the size of Sacramento, it is an excellent alignment of the duties, from the standpoint of a minimum of overlapping and the centering of specific types of administrative and supervisory responsibility.

Everybody Should Have a Knowledge of Bookkeeping

An understanding of bookkeeping principles and a general knowledge of bookkeeping practice is an asset to every consumer. **This basic bookkeeping knowledge may be obtained in one year with**

INTENSIVE BOOKKEEPING AND ACCOUNTING
By Edwin H. Fearon
Peabody High School, Pittsburgh, Pa.

A textbook designed for a one-year high school course—a simple and understandable presentation of the subject.

INTENSIVE BOOKKEEPING AND ACCOUNTING goes direct to the matter in hand and avoids the many technical digressions that are possible in a bookkeeping course. The amount of time usually spent on repetitive drills is greatly reduced.

Voluminous practice sets are not used —just ordinary ruled journal, ledger, and work sheets that can be bought in loose form at any stationery store. This material is also available in bound form at reasonable prices.

There is a definite saving in time and money for those students and schools that adopt **INTENSIVE BOOKKEEPING AND ACCOUNTING.**

List Price, $1.80

Bookkeeping teachers are invited to send to our nearest office for a sample copy.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

BOOK REVIEWS

"Dean and Don at the Dairy," by Jane Miller. Houghton Mifflin Company. Price, $.64.

The third book of the "Community Life Series" edited by L. T. Hopkins and Lorraine M. Sherer. For second grade. Authentic information about dairying and the handling of milk, told in a way that will be interesting to children.

"Henry and the Garden" and "Stories About Henry," by James S. Tippett. Published by World Book Company. Paper covers.

"Henry and the Garden" is a very easy little reader for the beginning reader. It is a book that will hold the interest of any child.

"Stories About Henry" follows "Henry and the Garden" and uses many words which are familiar to the children who have read the first book. The vocabulary is made up largely of words which are common to beginner's reading books.

A History of Our Country, by David Saville Muzzey. Ginn & Co., publishers. 928 pages, illustrated. Price, $2.12 list. (For use in the eleventh and twelfth grades.)

This history is organized on the unit plan so widely endorsed by educators. It is not a series of lessons with dates and names and events to be memorized, but a story of the past to help the student to understand the world in which he lives. A brief picture of a condition or institution existing in our society today provides the starting point for each of the eight units, subsequent material explaining how it came to be. The last three units are devoted to the twentieth century, with unfailing impartiality in the handling of controversial matters. Particularly noteworthy are the clarity and simplicity with which each subject is presented. The physical features of this textbook are new and interesting with the title page in two colors, and a new type of cover design.

"Modern-School Algebra: First Course," by Raleigh Schorling, John R. Clark, and Rolland R. Smith. World Book Company. 464 pages. Price, $1.36.

The text has overthrown traditional methods of approach, stressing a skillful development of meaning rather than technique, with abundance of drill material and special attention to a method for solving problems of many varieties and establishing processes of orderly thought.

"The Simplified Human Figure," by Adolfo Best-Mangard. Published by Alfred A. Knoff. Price, $2.50.

A companion book to the author's "Method for Creative Design." Simple enough for a child to master; valuable to workers in the field of commercial design and illustration. An inspiration to creative effort, as one would expect it to be, coming from the pen of this great Mexican artist and teacher, who has been the inspiration of the new school of Mexican art, one of the greatest art movements of the past two decades.

Dog Days, by Florence Trullinger and Doris Day. Thomas Y. Crowell Company. $1.50.

The story of a Scottie and a fox terrier. Its great charm is the beauty of the pictures, which are actual photographs of the two dogs, done with such surprising variety of expression and attitude that they tell the story, and scarcely need the aid of the text, which, however, is amusing and clever.

The Thomas Y. Crowell Company are presenting four new books for the children's library of exceptional charm, all of them planned to enrich the background of the social studies. They are:

1. Peggy and Paul and Laddy, by Mary Jane Carr. $1.75.

The adventures of a boy and a girl and a fox terrier in the beautiful Oregon Valley of the Willamette River.

2. Children of Sunny Syria, by Myrta Hazlett Dodds. $1.50.

A boy and a girl, their goats, their donkey, and their many friends and relatives, in a strange and exciting land.

3. Dick and the Spice Cupboard, by Lucile Saunders McDonald. $1.75.

With the spice boxes from the cupboard at home as his guides, a small boy goes far and wide, through the ages and over the earth, and learns a lot of history and geography as he makes his magic journeys.

4. Jacques at the Window, by Sybil Emerson. $1.50.

Paris, a marvelous Paris, seen through childish eyes, as French and American children adventure together through its streets and parks and festivals.

Commonsense Grammar, by Janet Rankin Aiken. Thomas Y. Crowell Company. $2.

Aptly described by its title, this book succeeds admirably in clarifying the mysteries of good style for the man in the street. A running accompaniment of the history of our language gives us the "how come" for many puzzles of our everyday speech.

The Hay System of Child Development, by William Howard Hay, M. D., and Esther L. Smith. Thomas Y. Crowell Company. $2.

A book on the rearing of children, based on "plain good sense" reinforced by competent scientific knowledge. From prenatal care through infancy and childhood, up to the twelfth year, the physical and spiritual needs of the child are covered adequately

Glory Roads, by Luther Whiteman and Samuel L. Lewis. Thomas Y. Crowell Company. $2.00.

A fair and sensible discussion of the many sociological movements that have had their origin in California. "Epic," the "Townsend Plan," "Technocracy" and Utopian experiments of various colors are examined, and their value, to our state and the social whole, are assessed.

A Manual for the Study of Common Plants and Animals Native to the Pacific Coast, by Vesta Holt and Lloyd G. Ingles. Student Book Store, Chico State College.

Includes birds, mammals, reptiles, amphibia, insects, wild flowers, ferns, trees and shrubs. Each section contains a key for identification, reference list, and "type" sheets. The latter are pages giving a line drawing of each form of life, with space for data: name, date, locality, habitat, size, and notes. The outlines are to be colored or otherwise completed by the student from his own observations. This manual would seem to offer an invaluable aid to supplement textbooks and to guide the field world of the student.

Our San Antonio de Bexar, narrated by Leah Carter Johnston. Sponsored by the Librarians' Council, San Antonio Public Library. 50 cents.

This little book is an interesting example of service offered by librarians to the school children of a community. It grew out of the need of local historical material written in a form simple enough for children to use readily. The result of this co-operative effort is a history, a description, and a compilation of data, that is useful to readers of all ages, yet entirely suited to its original purpose, to meet the needs of children.

Music Highways and Byways, by McConathy, Beattie, Morgan. Silver Burdette Company. $1.78.

This beautiful text, arranged in units, gives not only the music and words of songs of many lands, but also charming bits of narrative and description of the country in which the music has its source. Colored illustrations and halftones enrich the material. A number of plays, pageants, and festivals are worked out to indicate typical dramatic experiences to which these units may lead.

DIGEST OF RESEARCH IN READING AND LANGUAGE

The following notice was sent to the Journal by Robert C. Pooley, University of Wisconsin, President of the National Conference on Research in Elementary School English. It should be of special interest to Journal readers:

"The fourth annual research bulletin of the National Conference on Research in Elementary School English is entitled 'Research Problems in Reading in the Elementary School.' Under the editorship of Professor D. D. Durrell of the School of Education, Boston University, it reviews the present status of research in reading with special reference to "Reading Readiness," "Primary Reading Problems," "Middle Grade Reading Problems." There is a bibliography of 112 items. Critical reviews by Professors Paul McKee, William S. Gray, and Arthur I. Gates are included. The price is 50 cents.

"Also published this year is the first Committee Report entitled 'Bibliography of Unpublished Studies in Elementary School English 1925-1934.' This is a summarization and critical evaluation of recent important studies in elementary school language not otherwise available. The price is 25 cents.

"Copies may be obtained by addressing the Secretary, Mr. C. C. Certain, Box 67, North End Station, Detroit, Mich."

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 Market Street

(Next to California Theater)

NEWER CHILDREN'S BOOKS

Selected by
WILHELMINA HARPER

FOR YOUNGER CHILDREN

TAMMIE AND THAT PUPPY, by Dorothy and Marguerite Bryan. Delightful picture-story of two Scottie pups and their young owners. Grades 2-3. Dodd. $1.50.

LING, GRANDSON OF YEN-FOH, by Ethel J. Eldridge. About a little Chinese boy and his happy times. Kurt Wiese illustrations in color. Grades 3-4. Whitman. $1.00.

JEROME ANTHONY, by Eva K. Evans. When this little Negro boy visits the city he has many amusing experiences with his playmate Araminta. Grades 3-4. Putnam. $2.00.

THE MERRY MOUSE, by Helen and Alf Evers. Very cunning little book about the midnight adventures of a baby mouse. Grades 1-2. Farrar. $.75.

GREEN GOLD, by Berta and Elmer Hader. The life story of the banana very interestingly told and with many attractive pictures. Grades 4-5. Macmillan. $1.00.

THE ELEPHANT TWINS, by Inez Hogan. Very amusing story and pictures of two baby elephants living in a jungle. Grades 1-2. Dutton. $1.00.

SNIPP, SNAPP, SNURR, AND THE YELLOW SLED, by Maj. Lindman. Good story about three little boys in Sweden who longed for a new sled. Attractively illustrated. Grades 2-4. Whitman. $1.00.

TEENY GAY, by Charlie May Simon. Appealing account of the adventures of a little Arkansas girl and her family who live on a river houseboat. Grades 4-6. Dutton. $2.00.

DO YOU KNOW ABOUT FISHES? by Janet Smalley. There is useful information in this picture book of different kinds of fishes. Grades 3-4. Morrow. $1.25.

FOR OLDER BOYS AND GIRLS

TINKER OF STONE BLUFF, by Nason H. Arnold. How four roommates adjust themselves in a Vermont school. Athletics and rivalry and a story full of interest. Grade 8 and high school. Doubleday. $2.00.

SKINNY THE GRAY FOX, by Agnes A. Atkinson. This able author tells another true and fascinating tale of her wild animal friends. Rare photographs. Grades 5-8. Viking. $1.50.

COME SUMMER, by Virginia M. Bare. This account of a plucky brother and sister who transform an old farm into a happy home makes delightful reading. High school. Longmans. $1.75.

TALES FROM A FINNISH PUPA, by James C. Bowman and Margery Bianco. Wonder tales from Finland, rich in quality and of unusual interest. Grades 5-7. Whitman. $2.50.

ONE SUMMER, by Martin Gale. No wonder the three Bradford girls had a fine summer with horseback riding, water sports, picnics, etc. Grades 7-8. Viking. $1.75.

GHOSTS AND GOBLINS, by Wilhelmina Harper. Tales for Hallowe'en and other times gathered from many countries. Wilfred Jones illustrations. Grades 5-8. Dutton. $2.00.

THE FALCON MYSTERY, by S. S. Smith. There are plenty of thrills in this well-written adventure tale of two young herders on Hungarian plains. Grade 8 and high school. Harcourt. $2.00.

Over 35,000 teachers belong to California Teachers Association

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service organization which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for meetings and conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, SIERRA EDUCATIONAL NEWS.
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future.**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1935, was 34,262.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments. Through unity comes power to accomplish desired results.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION
State Headquarters: 155 Sansome Street, San Francisco

FRANCISC
-LIC LI
IGDI

DECEMBER, 1936

THE WESTERN JOURNAL of EDUCATION

A BRIDGE IS DEDICATED

By VIERLING KERSEY,
Superintendent of Public Instruction.

It was a beautiful morning, November 12, 1936. The exercises of dedication for the opening of the San Francisco Bay Bridge on the Oakland side were in process. There were about 50,000 people present. The official party was on the platform. The parade of the History of Transportation took place. Broadcasting representatives reported to the world the nature and the happenings of the occasion. The invocation was pronounced. The representative citizens were presented. The array of speakers included an ex-president of the United States, ex-governor of the state, the governor, engineers, financiers, a worker, civic leaders. The benediction is said. The chain is cut, the official party parades across the bridge. The 50,000 people attend every word, act and movement. And why?

Fifty thousand American people do not join at a celebration, meet in a gathering, convene for a dedication, save with deep meaningful purpose. In all admiration of the speakers it must still be said that our great dedicatory audience could not enthuse and applaud the seventy million dollars invested in the project; applause could not greet the announcement of the miles of wire, tons of steel and cubic yards of concrete in the structure; even the fact the bridge was "biggest" was not appealing for applause purposes. These people made up an audience which individually and collectively was thrilled, was enthused, was pleased, and why? What would be your answer?

Well, as I studied the crowd, enjoyed the situation and participated in the events, as I thought of the history of that bridge I concluded that these people were approving, applauding, commending something that is the "American Goal." For near a century predictions of failure were made concerning proposals to bridge the bay, yet here was a bridge. There were confusing expressions as to the safety of foundation footings for a bridge across the bay, yet there stood the bridge. There were labor troubles, depression hangovers, financial shortages, mixed feelings of confidence in the advisability of public administration of the construction of great engineering projects, yet here was a completed bridge. There were opposing theories, sentiments and wishes and yet the bridge was built.

Somehow, the schooling the American people have had, the practice of our successful democracy, the ability to get together and work together, the way of putting first things first and using the thought, energy and ability of all who can join in attaining desirable results is, to me, the American goal. There may be an American way, but more certainly there is an American goal.

We will, with the same American goal spirit, undertake the solution of the problems challenging social engineering as we have mastered the problems of physical engineering. We are quite clear as to the nature of the goal in social engineering. Our schools are undertaking its problems, our society is uniting its strength. The structure of our society, according to the American social goal, is being constructed. The intelligent, thinking, American mind is the master workman in its development. What a privilege to be part of the school of American life which is so potent a factor in this task!

What progress 1936 has made!

See Page 7— **"A CREATIVE TYPE OF EIGHTH GRADE GRADUATION"—By *Emily C. Leonard***

Spoken Drills and Tests in English

By Mabel Vinson Cage

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. Oral drills for speech correctness train ear and tongue (rather than eye and fountain pen!).
2. Oral examinations not only test, but reinforce.
3. Interest comes through competition.
4. Repetition is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company

609 Mission Street
San Francisco, California.

AN ORAL LANGUAGE PRACTICE BOOK

By MABEL VINSON CAGE

LIST PRICE $.90

A drill book for oral language practice based on the theory that unless correct usage is on the tongue's end, it is not functioning. A child will write "Yes, I've seen him, he's gone down the street" a hundred times correctly, but meet him in the hall and he will *say* "Sure, I seen him, he's went down the street." Our author contends that had he *practiced that sentence orally* he would have been more likely to *say* it correctly. Perhaps ninety per cent of our use of language is *oral,* therefore the establishment of the correct language pattern must come through *training* the *tongue* and *ear.*

This practice book provides a unique device *for testing individual oral language usage.* It provides drills for establishing a correct language pattern followed by Cumulative Habit Tests.

No rules of grammar are given. The book is designed to establish *patterns* of *speech* through *ear training* rather than by rule. Over 1300 test sentences. Key sentences and a score sheet are provided.

An Oral Drill Book for use in Grades 5 and 6. May be used for slow groups in Junior High Schools.

Harr Wagner Publishing Company

609 Mission Street : San Francisco, California

HOTEL
OLYMPIC

LUXURY AT MODERATE COST is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.

Drive into our garage. Take elevator upstairs.

Single ..... $2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Caswell's
NATIONAL CREST
Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

Vol. XLII, No. 12 San Francisco, December, 1936 Price 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

It's a topsy turvy world. Reality crowds upon unreality so fast that if this life is what dreamers are made of what can be left to the figments of the imagination. We sit in Rockefeller Center Theater and see that vast colorful spectacle of Tyrolean melody and costuming called *The White Horse Inn.* We ride up Pennsylvania Avenue in Washington, D. C., see the Capitol Building of the United States to our right, turn a dial and hear the President of the United States speaking before an audience at Rio de Janeiro. High above the land beneath we pass from Jersey City to Newark over that marvelous highway of steel and concrete called the Pulaski Skyway and at the Newark airpost see the constant comings and goings of the finest passenger planes in the world. We pass by in Philadelphia miles upon miles of red brick dwellings cheek by jowl, fit residence for dismal Sheol. We pass through the wastes of desolate, beautiful Maryland to the narrow streets of Annapolis bathed in late autumn sunshine. We read in the newspapers of wars and rumors of wars, of a king to be disenthroned with a Gilbert and Sullivan motive. We see *The Charge of the Light Brigade* and realize the glamor that is of war and bloodshed. We vision the magnificence of the emporiums in the large cities crowded with the wares of Christmas time and view the Noel Street decorations of decorated lamp posts, lighted Christmas trees, silvery reindeer. We are immersed in the first snowstorm of the year in the Blue Mountains of Pennsylvania with the rain icing the car outside and the defroster within working to its promised purpose. We think that life perhaps is becoming as of pre-war days and a great conflagration is at hand.

With the appointment of Willard W. Beatty several months ago to the office of Director of Education, United States Office of Indian Affairs, Department of the Interior, Washington, D. C., came the realization to those interested in education that the United States government had wakened to the fact that the ideas of Progressive Education were applicable to the education of the children of Indian parentage.

To most of the people of the country there is little understanding of the Indian problem as it was in the past or as it is shaping up in the present. There always has been a vague idea of the injustices under which the Indian race lived, but that was all. The fact that there appear to have been between three and five hundred mutually unintelligible Indian languages within the borders of the United States, which upon analysis probably belong to between eight and thirteen distinct root languages; the fact that (quoting from *Indian Education*) "for many years the Indian educational program had been patterned upon the least liberal of the more typical American public schools, army discipline had been worshipped, consideration for Indian culture had been banned, the Indian languages were forbidden in our schools, Indian arts and crafts scorned, and every attempt made to prepare Indian children for absorption into American urban life"; the fact that at the present moment there are some 75,000 Indian children in public and governmental schools, located in twenty-two states and territories from Point Barrow, Alaska, to Miami, Florida, in charge of 2200 teachers—these are a few of the things to be taken into consideration when one thinks of the more liberal Indian educational policies that have grown up of recent years and which are foreshadowed in the appointment of Mr. Beatty to the Directorship of Indian Education.

If we interpret rightly our reading of *Indian Education* (a fortnightly field letter that was inaugurated by Mr. Beatty and of which four issues are now available) and our knowledge of the work of Mr. Beatty during the past twenty years, we can look forward to the Indian Education Service attempting to educate the Indian children into the best of the Indian Cultures from which they spring, and at the same time train these children to adapt themselves to the culture of the white people that surround them. The modern viewpoint of Indian education is not to prepare Indian youth to go out to compete with the white races, but to prepare them to develop the resources of the governmental regions from which they come, which at the present time are largely leased to the whites.

One of the ideals of the present educational Indian administration is that all personnel increasingly be acquainted with the Indian cultures of the children they are teaching and to understand that the Indian is an "Ingroup" with many admirable qualities in his cultural background. Also, the point is made that concerning his innate ability there is no scientific data available to indicate that the Indian child is any less intellectually alert than the white child.

Mr. Beatty is reorganizing his department upon the basis that it is the duty of the officials of the head office to aid in the solution of problems of those working in the field rather than to come around and check up upon what is being done. With this in mind, the officials of the head office will visit the various Indian schools upon invitation with the idea of aiding in the solution of problems that they have been asked to assist in solving. It is the intention, also, to intensify the training of Indians so that they may take part in the administration of the affairs of their own people, both in teaching, clerical and technical positions.

Mr. Beatty is increasingly interested in the professional background of the teachers working in the Indian schools. On coming into office he found a group of professionally minded men and women and he is planning the continuation of Summer Sessions at which problems definitely allied to problems of Indian teaching will be handled.

To most educators in the United States, Willard W. Beatty has been identified with the Progressive Education movement. For the past four years he has been president of the Progressive Education Association. For ten years previous to accepting his present Directorship of Indian Education, Mr. Beatty was superintendent of the Bronxville, New York, city schools, where he had the admirable opportunity of putting into effect the principles of progressive education in one of the highest grade communities in the country. Previous to Bronxville, Mr. Beatty was for four years junior high school principal and assistant superintendent at Winnetka, Illinois, working under Dr. Carlton Washburne. Previous to that he had worked

intimately with Dr. Frederic Burk, president of the San Francisco State Teachers' College, for five years, where he was immersed in the theories and practices of Dr. Burk, who twenty-five years ago was the modern exponent of individualized instruction. And before that he was the managing editor of a weekly magazine and a teacher in the Oakland city public schools. But the remarkable thing is that Mr. Beatty, one of the most prominent of the progressive educators in the United States, in 1913 was a graduate of the University of California with a major in architecture along with Robert Gordon Sproul, now Dr. Robert Gordon Sproul, President of the University of California. Mr. Beatty went into education and Mr. Sproul went into accounting in the comptroller's office of the University of California. We do not know what this proves, but it seems to indicate that you can prepare yourself to do one thing in life and then can succeed in doing something entirely different.

In the work of reorganizing the Educational Division, Office of Indian Affairs, Washington, D. C., Director Willard W. Beatty has called in from the field to carry on this work persons competent from their educational background and their knowledge of actual field conditions. Among these is Dr. Luella M. King, Associate Supervisor of Elementary Education, who for the past three years has been working in the Southwest with the Navajos and Hopis.

Dr. King, previous to accepting a position in the Indian Service, was a public school teacher, supervisor, and State Teacher College instructor in the states of Minnesota, Montana, New Jersey and New York. Dr. King received her A.B. from the University of Minnesota, her M.A. from Teachers College, Columbia, specializing in elementary administration and supervision, and later her Ph.D. in Educational Psychology, also from Teachers College, Columbia University.

Miss King started her educational career by teaching in the rural schools of Minnesota, followed this with teacher training work in the same state, and then from 1925-1928 worked under the State Department of Education of Montana as a rural school supervisor. After this came work at Columbia University, a supervisorship in the Garden City public schools, Long Island, New York, and a year previous to entering the Indian service, a position in the State Teachers College at Glasboro, New Jersey.

Dr. King is alive to the newer possibilities arising in dealing with the Indian children of the different tribes. As a psychologist, she sees the possibilities of making use in the education of the Indian child of those tribal customs and manners of thought that are too vital to be uprooted and supplanted by the superficialities of the white man's civilization.

HARRISBURG, capital of the great state of Pennsylvania, has gone in for a more modernized school system. With the election of Dr. R. R. Abernethy to the superintendency of the city schools last year, came the decision of the Board of Education to revamp completely the organization of the school system and to make the city superintendent solely responsible both for the educational and business administration of the city schools.

With this in mind, much has been accomplished in Harrisburg by Dr. Abernethy. An Opportunity School has been developed, a full time psychologist has been hired, twenty-five teachers of sixty-five years and over have been retired, the entire textbook situation has been strengthened by the adoption of new and modern texts, moveable furniture has been put into all of the first grades with the idea of continuing the process with the second grades next year. A five-year program of curriculum revision has been set up under the direction of Dr. L. Thomas Hopkins of Columbia University, who has done outstanding work in this field ranging from Long Beach, California, to Wilmington, Delaware. This past year many excellent units of work have already been developed by the teachers of the Harrisburg city schools.

Dr. Abernethy came to Harrisburg from the superintendency at Lebanon, Pa., where for eight years he had done an excellent piece of work. Previous to Lebanon, Dr. Abernethy had been superintendent of the Tryone schools in Western Pennsylvania. Dr. Abernethy, in his educational background, has degrees from

The Journal of Geography

Official Organ of the National Council of Geography Teachers

This magazine, monthly for the school year, is devoted to the constant improvement in the teaching of geography. Every teacher of this subject will find aid both as to content and method.

CONTENTS OF A TYPICAL ISSUE

GANDIA:
A Vignette of the Huertas of Valencia, Spain
E. H. G. Dobby

Geography of Ethiopia and International Relations
A. Russell Oliver

A Profile in a Dairy Region of Southeastern Wisconsin
Loyal Durand

Modern Geography and Current Events
Willis H. Miller

Edited by GEORGE J. MILLER
State Teachers College, Mankato, Minnesota

Subscription Price: $2.50 a year. Sent free with membership to the National Council of Geography Teachers. :-: Annual dues $2.00

Published by

A. J. Nystrom & Co.
3333 Elston Avenue Chicago, Illinois

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town
Shopping District, San Francisco

Chinatown and Famous Restaurants
Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station
and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath **Room With Bath**
$1.50 per day **$2.00 and $2.50 per day**

A Hotel of Friendly Personal Service
of Continental Flavor

250 Rooms

Management SAM D. ADKISSON

Progressive and Reactionaries

challenge you in the columns of

THE EDUCATIONAL SCENE

Social, cultural, and educational changes
discussed by authorities.
Interesting and informative.

SUBSCRIBE NOW

$2.00 the school year.

Mail your subscription to

THE EDUCATIONAL SCENE

P. O. Box 830
Hollywood, California

three different institutions, his A.B. is from Muhlenburg College, his M.A. is from the University of Pennsylvania, and his Doctor's Degree is from New York University.

Superintendent Arthur W. Ferguson of the York, Pa., schools is urging that Pennsylvania adopt an adequate teacher tenure law. The present Pennsylvania tenure law offers little security to teachers. Under this law any teacher may be dismissed provided he or she is merely given notification 60 days prior to the end of the school term.

The Washington, D. C., public schools under Dr. Frank W. Ballou have seen several promotions and creation of new positions this past year. Owing to the death of Dr. S. E. Kramer, first assistant superintendent, this past summer, Mr. R. L. Haycock, in charge of elementary schools, has been advanced to the position of first assistant superintendent. Two new assistant superintendent positions have been created—Dr. H. A. Smith has been placed in charge of Teachers College and senior high schools, and Dr. C. W. Holmes has been placed over the junior high and vocational schools.

Miss Sarah Simons, head of the English Department of the Washington High Schools, after thirty years' service, retired this past summer and is now in California. Miss R. M. Stauffer of the McKinley High School has been promoted to her place. Miss Stauffer has her M.A. degree from the University of California, received in 1919, when on leave of absence attending the University of California in Berkeley.

Mr. V. L. Gordy, superintendent of the Chambersburg, Pa., schools for several decades, is back at his duties after a serious operation undergone at Johns Hopkins Hospital.

D. J. Keener, superintendent of the Waynesboro, Pa., city schools, expects the new junior high school building in his city to be completed this next spring.

The financial condition of the Gettysburg, Pa., public schools under Superintendent L. C. Keefauver is very much improved owing to the payment of delinquent taxes.

York, Pa., has a beautiful new public library privately built and endowed and given to the city this past year. Miss Catherine Shorey is the librarian and Miss Janette Woolsey is in charge of the Children's Department. Miss Woolsey is from Athens, Ohio, and the University of Ohio, where she worked with the Ohio University Department of Education in the library connected with that institution's demonstration school.

Philadelphia will open the Martin School January 1st, the first school of its kind in the city which is equipped to take care of physically handicapped children. The school is patterned after the institution of this type developed in Toledo, Ohio, one of the first cities in the United States to attack the physical handicapped child education problem. Dr. Georgeana S. Mendenhall, principal of the Revere public school, has been appointed to the principalship of this new institution.

Quite an argument has arisen in New York City over the proposition of requiring additional educational requirements for any teacher being added to the 35,000 teachers now employed in New York City. It is the old question of whether educational courses on educational subjects dealing with the manner of presenting subject matter, or subject courses upon the subject taught, make for the best teaching. The liberal arts colleges under the lead of Dean Virginia C. Gildersleeve of Barnard College deplore the adding of further educational requirements. The Normal Schools and Teachers Colleges with setups for presenting the mechanics of teaching consider that teachers should be trained in modern methods of presenting subject matter.

THE VIRGINIA EDUCATION ASSOCIATION in its recent annual meeting at Richmond, Va., the last of November, made recommendations for "adequate" salaries for teachers, free textbooks throughout the state and revision of the teachers' retirement law. The association also proposed a tenure law for teachers to eliminate what some termed "nepotism and political influence" in appointments or selections for positions. The association decided to introduce in the next session of the General Assembly a bill to amend the retirement law to "place it on an actually sound basis," principally by increasing contributions of teachers to 4 and 7 percent of their salaries instead of 1 percent as at present, and by appropriations by the state.

Thomas C. Williams, superintendent of the Alexandria, Va., public schools, at this meeting was one of the foremost exponents for the policy of free textbooks for all of the public school children of the state, and in addition he urged the appointment of the state superintendent of public instruction by the State Board of Education rather than by the governor.

DR. WILLIAM B. FEATHERSTONE of Teachers College, formerly Director of Secondary Curriculum of the Los Angeles city schools, recently gave a report dealing with the results so far of a six months experimentation with 175 slow learners at Public School 500, New York City. Dr. Featherstone declared that those sponsoring the project are ready to make no "rash promises" about bringing the children up to normal, but they can report a marked improvement in reading and attitudes.

THE BOARD OF EDUCATION of New York City recently unanimously adopted a school building program calling for the inclusion of $30,000,000 in the city's capital outlay budget for 1937. One of the board members stated that an adequate program would cost $160,000,000.

THE CLOSING of the Springfield, Ohio, public schools several weeks ago by the city Board of Education, due to the depletion of funds and to the fact that the citizens refused to vote additional levies to keep the schools open, brought a showdown and a reopening of the schools.

IN NEW YORK STATE and in New Jersey educators are now busily talking about the establishment of junior colleges. With the wealth of liberal-arts colleges in these areas, a good many believe it is not the province of the state to support further education outside of the existing State Normal Schools. Another group believe that a large number of students would be benefited by a two-year terminal institution, especially devoted to the trades, business and home making.

One of the arguments is that in a junior college a student would get more personal help because of the smallness of the institutions. In California, where the junior college is well established, with around 7,000 students at the Los Angeles junior college and 2,000 to 3,500 at Modesto and Sacramento respectively, this argument would not hold much water.

AN INSTITUTE of local government has been established at Pennsylvania State College by authorization of the board of trustees. The objectives of the institute are as follows: 1. Training of students for service in local government. 2. To meet more fully the demand for additional training of municipal officers and employees in methods of practical administration. 3. A gradual development of research in problems of local government. Dr. Harold F. Alderfer, professor of Political Science, has been appointed executive secretary of the institute.

THE COLUMBIA UNIVERSITY LIBRARY last May received from the estate of George A. Plimpton of Ginn and Company a bequest of 5000 books and manuscripts. An examination of this collection reveals much information concerning the origin and development of textbooks from the Middle Ages to the present. This library was assembled by Mr. Plimpton over a period of fifty years. Dr. Charles C. Williamson, Director of the University Libraries, declared recently the library constitutes a graphic history of the evolution of the textbook, and from the point of view of the collector and student it is unique in its combination of manuscript and typographic rarities with valuable source material for students of history and education.

THE NEW YORK TIMES National Book Fair, sponsored jointly by the New York Times and the National Association of Book Publishers, was held November 5-19 inclusive in the International Building at the Rockefeller Center, New York City. Seventy-four book publishers entered exhibits. Exhibits ranged from authors' manuscripts to a miniature living room and library. Tens of thousands of persons thronged the exhibit during its two weeks' duration. Each publisher had made his exhibit distinctive as possible of his wares. Famous authors gave talks and the attendance was so great that each session could only handle a portion of those desirous to attend. One of the most popular parts of the Fair was that section given over to portraying the complete operation of making a book. Here everything was shown from the work of a paper making machine to that of type setting from manuscript and of printing and book binding.

A New Edition Revised and Enlarged

CALIFORNIA BEGINNINGS

By Lola B. Hoffman

Added to the original book are forty pages, a new unit called *Puerto*. This is the story of the dramatic discovery of the Great Bay, its exploration, the founding of the Presidio and Mission of San Francisco, and the beginnings of the harbor village, Yerba Buena.

Other units are: *Mission*, the story of Carmel; *Presidio*, life at Monterey; *Pueblo*, the beginnings of Los Angeles; *Rancheria*, Indian life in a native village; *Rancho*, life on a Spanish cattle ranch near San Diego; *Hacienda*, the beautiful home of Vallejo at Petaluma; and *Shops at Sea*, the coming of the Yankee trading ships and the first contacts of the two peoples, Spanish and American.

A large and colorful book, well illustrated. Can be read by slower fourth grade groups.

List Price $1.50

HARR WAGNER PUBLISHING COMPANY

609 Mission Street San Francisco, California

THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER, *Founder* — MORRIS WAGNER, *Editor*

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

A CREATIVE TYPE OF EIGHTH GRADE GRADUATION

By EMILY COLLISON LEONARD

Teacher of English and Literature in the eighth grade at Henry E. Huntington School, San Marino, California. Mr. Elmer C. Neher, Superintendent.

Our school is among those that have not discarded the custom of graduation and class day exercises for the eighth grade. A possible explanation for this might be that as our students, upon entering the ninth year, must leave their own community and go to high school in a neighboring city, there has developed a sentimental significance to receiving a diploma, and therefore the graduation ceremonies seem to be indispensable to both parents and students.

Such being the case, we have set about making these exercises a valuable educative experience in the form of an English activity which integrates with art, sewing, shop, and music and which involves the 8B class as well as the 8A. The class work consists of written and oral composition in both prose and verse forms, verse choir expression, costume research and designing, stagecraft, and even on some occasions pantomime and dance pantomime. The music teacher provides glee club and orchestra numbers as we need them.

The graduation and class day exercises given on separate days are of entirely different character, and for very good reasons. We strive to imbue the graduation program with importance, beauty, and as much dignity as may be expected of the adolescent; whereas, the class day fun supplies a substitution for those few students who inevitably begin our first discussion of plans with an urgent appeal for "something funny this time instead of the serious stuff they did last time." It is an easy solution to give this handful of dissenters a big responsibility in the class day hilarity, and it is not unusual that they then enter uncomplainingly into the "serious stuff."

The purpose of this paper is to present the procedure we use in creating a graduation program, and to include the results obtained by one class. The class day exercises are a story in themselves. It seems, however, important to mention that such a program may have unlimited social and creative values. One feature of our class day is a banquet given by the 8B class to the graduates, the faculty and the board of trustees. This necessitates earning money, and thus we have at least one motivation for a newspaper, a "literary" magazine, a hobby show, a circus, and a program of creative dramatization. Also there are certain traditions of the class day entertainment that no one would dream of ignoring. Among these are class songs, a gentle but illuminating faculty "take-off," and a skit which sends the graduates off with good advice and fond memories. Such activities require imagination, creation, and cooperation, and every class accepts this responsibility far more cheerfully than any assignment in the English workbook. Yet the same practice in composition skills is obtained.

There are certain criteria by which we evaluate each program as we plan it. First, there must be an equal division of labor with every student participating on an equal basis. Second, our program must be educationally sound in every respect. Then, it must not be so elaborate that it requires a disproportionate amount of preparation, time or expense.

The graduation program is a kind of little pageant consisting of a group of tableaux which are enriched by poetry and music. A dramatic prologue establishes a theme and unifies the tableaux.

We have nothing new to offer here, unless it be a challenge to those who have not yet done so to discover the joy there is in dramatic creativeness.

We begin about four weeks before the end of the term with a class discussion in which we consider the preceding programs, criticizing them from every possible angle. The children tell what they liked or disliked about programs seen in other schools, including high school and college commencements. At this time we learn some things that the majority do not want; namely, long speeches by grownups to graduates, speeches by the students having superior grade standings, a "variety" program of music, recitations, etc.

What they do want is something dramatic, either a play or a pageant similar to the ones they have seen in their own school. Of course, if they do a pageant this time it must be different and much, much better! The explanations offered as to what they mean by "better" are usually vague and inconsequential. The most commonly used answer is "more interesting." This reaching for the stars is a healthful state of adolescence. So also is the complete satisfaction they find in their finished work. How surprised each class would be if I were to divulge the secret that their successors always decide to do something "better."

We use this desire as a motivation for two or three days of exploratory readings. Then we have a second discussion period in which the materials discovered by the children are examined. By a process of voting we eliminate what we do not like for one reason or another, and also whatever does not meet our criteria. A delightful play may not be used because there are not enough "parts" to go around, or a splendid pageant is discarded because it is too long. The large June classes quickly agree to the need for making our own pageant. But the smaller mid-term groups sometimes hold out for a play. If the tide can not be turned, we swim with it.

The students have obtained many ideas from their reading, and they have also the previous programs as comparative patterns. A class doing this type of thing for the first time should read and analyze many good printed pageants.

The next step is the choice of a theme. For this we draw upon our interest and knowledge of history, literature, art, biography, current events, and hobbies. Several ideas are placed on the board, and a written composition follows in which each student explains how he would build a pageant around one of the themes. These papers are read in class, and a sifting process is begun. As soon as a decision is

The San Marino School, whose patio became the theater for the graduation pageant.

reached, the class begins to work as a unit. Committees are assigned to writing an original prologue, to planning tableaux, to finding poetry and music, to planning the stage, and to bringing in ideas for costumes. At last we are ready to work together in deciding what we shall use and how we shall use it.

Some of the themes we have used are as follows:

GOOD BOOKS ARE GOOD COMPANIONS (using best-loved characters from juvenile fiction in tableaux).

EDUCATION'S GIFT TO THE GRADUATE IS INSPIRATION (using famous people and their outstanding characteristics; for example, Clara Barton stood for charity).

SCHOOL MEMORIES ARE TREASURES (using something from the activity that had been studied in each grade; example, a tableau of Priscilla and Pilgrims for seventh grade).

BEAUTIFUL PICTURES CAN BE POSSESSED BY THE HEART (famous paintings that children love).

As an example of what the students finally achieve, I am including here the text of the prologue and an outline of the pageant which we called "*Youth and Old Glory.*" Our theme was that the youth of America realizes and accepts its responsibility in sustaining the ideals and traditions of our nation. We arrived at our theme through a desire on the part of the class to do something patriotic and to use scenes from history.

At its inception this pageant was quite militaristic and one-sided. It took a good deal of thinking for the class to get away from war scenes and the Colonial period. They realized that several tableaux showing the same type of thing might become monotonous. Likewise, they agreed that patriotism was a peaceful as well as a warlike virtue.

This pageant was presented on our out-of-doors stage. The mid-term uses the auditorium. The stage is an open platform of classic design approached on the sides and front by continuous steps. Our stage property consisted of a huge book designed like an old album, opening in the center. When opened, it revealed a space six feet wide in which the pictures were posted. Two tiny pages from the second grade attended to the opening and closing of the book.

We seated our verse choir composed of 8B girls and some of the seventh grade on the lawn at one side. On the other sat the orchestra and glee club. A wide aisle was left open through the audience as an approach to the stage. This was used by the flag escort, and by the graduates in their processional and recessional.

The program began with a ceremony which we indicated as *The Call to Colors.* To a stirring march a group of 8B boys, consisting of the flag bearer, flag escorts, buglers and drummers, marched to the stage. To an impressive roll of drums the flag was placed in its standard and the buglers gave the call to colors, upon which the audience stood to salute and to sing "*America.*" Then the voices of the verse choir rang out with Henry H. Bennett's "*The Flag Is Passing By.*" Between stanzas the rhythm was echoed by the drums. At the conclusion, the flag escort in their Boy Scout uniforms marched off the stage to the drums.

Then began the dramatic prologue. As the drum beats softened and faded away far down the corridors, the allegorical figure of America walked wearily up the side steps to the stage, followed by the sinister, shrouded Shadow, who is speaking as he walks as if he is trying to bring to a conclusion an argument that has been going on for a long time.

SHADOW: Oh, America, will you never heed my warning? True it is that today you are young and strong and mighty, but so it was with Rome and Babylon; yet when they became mighty and great, they were destroyed. What have you, America, that will insure you against the fate of all nations that have risen to glory and then fallen in defeat?

AMERICA (turning wearily): Be silent! You have been my unwelcome companion too long. I am weary of listening to your fears and doubts concerning my future. You are a shadow of discouragement across my path of progress. Perhaps there is some little wisdom in what you say, but I would be rid of you once and for all. You trailed my footsteps twice before, but my two sons, Washington and Lincoln, put an end to your mutterings. Be gone!

HISTORY (coming up the opposite steps): Bravo, America! How glad I am that at last you have the courage to speak those words. I have been watching you closely through the past few years, and I have been wondering how you would answer this shadow of doubt and fear and restlessness. These are times of great stress. Everywhere in the world great changes have been taking place. You have nothing to fear, America, but you must keep your feet on solid ground and cherish more than ever the ideals to which your founders dedicated you.

AMERICA: Oh, History, there is no one that I would rather meet than you. Open for me the Book of Time wherein I may read the glorious record of my youth. I need courage and inspiration. This discouraging companion may see for himself. My beginnings were laid in high courage, deep devotion, and unselfish service. How can I ever fail a cause that was so nobly begun?

SHADOW: Never have I disputed the glory of your past. Yet great as it is, your past can not safeguard your future.

HISTORY: I have the answer. Let me open my Book of Time and show you what is written on the records of today. (The book opens.) Behold! The Youth of America today. The hope and security of tomorrow.

Tableau showing Boy and Girl in pose as if walking forward with diplomas in hand, heads held high.

AMERICA (speaking to Boy and Girl): I congratulate you, my young people. You have successfully completed the first step in your training for citizenship. You are serving me well by obtaining knowledge. You are truly my hope for the future. If you keep faith with me, I can never fail.

HISTORY: You have given the answer, America. Where there is faith there need be no fear.

SHADOW: Very well spoken, History; but do these young people have faith? Are they like America's first sons? (The Girl and Boy walk forward eagerly out of the book.)

GIRL: Great is the responsibility you have placed upon us, America, and willingly we accept it. For we love you and want to serve you. But who is this gloomy figure? Why is he here?

BOY: I know him! I have read him in the newspapers and magazines. I have seen him in newsreels, and I have heard his voice on the radio. He is fear, doubt, and discontent. He does not trust us. He means well enough, but he isn't very helpful.

SHADOW: Young man, you are alert to recognize me so easily. It would be well for you if you heeded me. I warn you against law-breakers, radicals, and selfish influence.

GIRL: But we are the citizens of America's future, and we pledge ourselves to true patriotism.

BOY: We respect the achievements of the past. We are proud of our forefathers. We have read in our history books how much they have done for us, and now we want to carry on the work they have begun.

GIRL: We will give you our pledge. (Together Boy and Girl give the American's Creed.)

AMERICA: I thank you, my young people. You have the spirit I need. Bright is my future in your hands. You are imbued with the ideals of democracy that have been held by the people who have worked through the years to make me the mighty nation that I am. Hand in hand with the Youth of America, I can march with the course of history and ever be proud to wear my crown of stars!

HISTORY: Come. Let us live again the great deeds of the past. (The book opens. They walk into it as if they are walking into the past. The book closes. The glee club sings "*Columbia, the Gem of the Ocean.*" During the second stanza, the book opens to reveal the first tableau of The Past. Each succeeding tableau is accompanied by appropriate music and followed wherever possible by poetry spoken by the verse choir.)

TABLEAUX: I. *The Making of the Flag.* Music: Columbia.

II. *The Spirit of '76.* Music: When Johnny Comes Marching Home.

III. *Exploration* (Lewis, Clark and Sacajawea). Music: When It's Spring Time

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(Formerly California School of Arts & Crafts)

FALL TERM NOW IN SESSION

PROFESSIONAL training for congenial life work in advertising art, illustration, costume design, interior decoration, the fine arts, and teaching art in the schools (state accredited course). The Bachelor's degree is granted in Fine Arts, Applied Arts, and Art Education.

SPECIAL after-school art class for teachers. Also special evening classes in the arts and crafts. Saturday morning art classes for children and adults.

Write F. H. Meyer, President, for Catalog.

Broadway at College Avenue
Oakland, California

in the Rockies. Verse: Selected stanzas from Guiterman's *Oregon Trail.*

IV. *Patriotic Utterance* (Francis Scott Key and his friend watching the battle and composing the anthem). Music: None. It would have been awkward for the audience to stand. Verse: *The Star-Spangled Banner* —spoken during and following tableau.

V. *Emancipation* (Girls in Civil War costume honoring the soldier's grave with garlands and flags. Getting off the makeup prevented our using the Negro. If we do this picture again, the Negro figures could stand with backs to audience and arms uplifted with spiritual significance.) Music and verse together: A chanting of The Gettysburg Address.

VI. *Pioneers* (mother, father and children gazing westward to far horizons.) Music: *A Home on the Range.* Verse: Whitman's *O! Pioneer*—selected stanzas.

VII. *Democracy's Challenge* (a copy of a liberty bond poster showing soldier, sailor, marine, nurse). Music: *Over There.* Verse: McCrae's *In Flanders Field.*

VIII. *World Brotherhood* (the Statue of Liberty and a group of immigrants). Music: *America, the Beautiful.* Verse: Second stanza of Lieberman's *I Am an American.*

Thus ended the pageant. To a processional march the 8B boys in white shirts and "ducks" marched in to form an archway of flags in the aisle through which came the graduates. An orchestral number could have been used if the graduates who were in the last tableau had needed more time to change their clothes, but such was not the case. The class stood on the stage to receive awards and sing their self-composed Alma Mater. During this the flags were lowered and the boys stood at attention. There followed a recessional of flags, graduates and audience!

In closing, I shall try to anticipate and answer the reader's questions. First, as to the diction of the prologue. It obtained its final form after much working over in class. The inverted sentence style was the suggestion of one student who offered it as a way of making a certain sentence sound dignified. From that point on it was in to stay. The same technique was used in finding an adequate vocabulary.

For the tableau we used well known pictures when we could find them, copying as nearly as possible the colors and arrangement. In this pageant we did not attempt to paint backgrounds, although we have previously done so. If our search for a picture was unrewarded, we used our imaginations. Such was the case in numbers III, V, and VIII.

The verse choir actually spent more time than the others in memorizing and practicing. The glee club sang from books and needed very little rehearsing. The orchestras were ready with their part of it long before we needed them.

Each child in costume planned his own with a great deal of advice from the committee. The military costumes were borrowed. Obviously there was no choice for the three biggest boys as to which parts they must take. Even so, they had some difficulty in filling up the veterans' uniforms. One lad who wore his uncle's, I think it was, nearly burst with importance. He became an entirely new type of "program problem."

I promise you that you will have a new incentive for everything you do in the eighth grade if once you give your class a taste of creating their own graduation.

"COSTS AND THE SCHOOL CURRICULUM"

Under this title, Mr. C. Harold Caulfield, President of the San Francisco Board of Education, discussed before the San Francisco Institute a topic of such universal interest that we feel it a privilege to reprint the more salient points in the address.

Mr. Caulfield has served the schools of San Francisco on the board of education for five years. The ability which he has brought to this service has won recognition beyond our state. As a delegate to the Superintendents' Convention at St. Louis last spring, he read a paper before the national group of school trustees that won general approbation. He has to some extent been identified with an attitude towards the schools of today that is termed conservative. He has been inclined to scrutinize the advancing costs of the schools with care, anxious to make sure, as he says, that costs and value in the schools strike an exact balance.

He has stated, informally, that his five years of close contact with the schools has tended steadily to strengthen his confidence in the main trends of present education. He feels that 99 percent of our citizens who are inclined to criticize the increasingly elaborate structure of our school systems maintain this attitude only because they do not really understand the problems facing the schools or the efforts that are being made to meet those problems.

Growing out of this conviction, Mr. Caulfield, in addition to his definite duties on the board of education, has given generously of his time to address all kinds of civic groups in an attempt to make clear for the average citizen the picture of our schools as they are functioning today.

The address from which we quote below presents briefly and clearly some important points that often are not clearly understood by the communities which support our schools.

"Questioning voices have been raised about the cost of what the schools are doing. No one can object to such an inquiry. Surely all are entitled to know the cost of modern education; but in estimating the cost let us not overlook the value. The taxpayer who supports our institutions is entitled to the full value for his contribution. He is entitled to a return on his investment. Why then do we spend so much for education? If the objection is not to the type of instruction it is frequently directed to the total of the budget rather than to any particular item.

"It is easy to explain why the school budgets of today are greater than those of a generation ago. In the first place, the cost of everything has gone up. Very few live in the dwelling houses that sufficed twenty years ago. The ever increasing needs of the recurring years call for greater and greater disbursements by individuals and by governments alike. By law, the compulsory school age has been constantly increased—it is 18 years in California; by law school curriculum has been augmented. The legal requirement of compulsory physical education, so necessary and so valuable, calls not only for additional instructors but for extensive equipment, buildings, and land as well. Parents, legally and naturally, recognized as entitled to a voice in the child's education, demand not only a drilling in the fundamentals so dear to the hearts of us all, but likewise insist that vocational subjects be made available. This demand of the parents is buttressed by the needs of our economic world. The content, the type, and the extent of such courses and at what point in our plan they may properly appear, may all be debatable subjects, but the fact remains that such instruction somewhere in the curriculum, and in some of our schools is demanded and is proper.

"Today education is open to all children in accordance with their respective qualifications. The physically handicapped, the mentally deficient, and the under-privileged, the crippled, the deaf, all are as much entitled to share in the public educational bounty as is the normal child. Not only that, but these educational facilities recently developed and established must be constantly extended.

. . . "Adult education is today not only an indispensable part of our educational pattern, but is supplying a definite need in our economic system and our national life. . . .

"The hours of toil are properly being decreased. Man is being assured a decent period of voluntary, not enforced, leisure. Upon man's cultural and educational background depends the use to which that leisure shall be put. Upon the use of that leisure time depends the very tranquility of our national life. . . .

"Schools are maintained to serve the educational needs of society—child and adult alike. The schools would not be extending their facilities, broadening the curriculum and educating adult as well as child were not these things demanded. Schools cannot exist without pupils. Our schools aim to meet requirements, not to create them. There is a wide difference between making education complex and making it extensive. A quite natural reaction to one surveying the wide variety of courses in which instruction is offered is one of objection that so much is offered at public expense, but one is not long identified with the schools before he appreciates the definite need such courses fill and before he realizes that they are only offered because the public demands them. . . .

"Standing out in inescapable prominence among the figures I read a moment ago is the fact that, in spite of increased curriculum, in spite of increased attendance, regardless of the wider field of modern education, the proportion of school costs to other, governmental expenditures has risen less than 3% in twenty-four years, and has actually decreased 3% from eleven years ago.

"Another factor to be kept in mind in this analysis of school costs is the purchasing power of the dollar. Taking the 1923 dollar as the norm, the dollar in 1914 had a value of 1.61, but in 1936 the same dollar purchased forty-five cents less. . . .

"But recently we have embarked upon a program of apprentice training. Universally hailed by employer and employee, endorsed by Chamber of Commerce and Union Labor alike, we scarcely realize the tremendous possibilities and ramifications of this type of training under public auspices. And yet the inexorable requirements of a rapidly changing economic system demand this enterprise. Its cost—no one can adequately determine. Its value and its value alone can determine and justify its cost." . . .

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

Persuading the Men of a Rural Community to Use Their Library

By ANNASUE HUGHES,
*Librarian, Delano Branch, Kern County Library**

In the autumn of 1930 the Delano Branch of the Kern County Free Library had 1,000 borrowers, of which only a small number were men. Not more than half a dozen men were making active personal use of the library, and these mainly for recreational reading. There seemed to be a feeling among the men of the community that the library was an institution for women, children, teachers, preachers and invalids. A few used the library by sending their wives to get the western stories which made up most of their reading, but they refused to be seen in the place themselves. It almost seemed that they felt it rather "sissy" for a man to patronize the library. It was a nice thing, they conceded, for the women and children, but of what good was it to men who are mainly interested in practical matters? It was evident that the library was not reaching the masculine element of its public because the men were ignorant of what it had to offer them in the way of practical information. As few men in the community seemed to read for recreation, it was also evident that to make library patrons of our men we should have to "sell" the library to them on a practical basis, and to this end we planned a publicity campaign which should prove to them that the library was a practical institution.

Delano is located in the northern part of Kern County in a district which is now devoted to the raising of grapes, cotton, melons, and to truck farming. Most of the men in the district are employed in farming and in the businesses dependent on it. We have, including teachers, probably a dozen professional men in the town. In 1930 not even these were using the library. The educational level is rather low and becoming lower because of the influx of labor from parts of the South where education is not progressive. We have a population of about 3,000 in Delano, with probably 3,000 more in the district which we serve. More than half the town population is foreign born or of foreign parentage. In addition to native whites, Negroes, and Indians, we number among our residents representatives of eighteen nationalities and races. We planned to reach as many of these people as possible, together with the native Americans who were not using their library.

The first step in our publicity campaign was to establish contact with the local newspapers. We began publishing a weekly column of Library Notes in the Delano Record and copies were furnished to correspondents of the Bakersfield and Fresno papers, both of which have a good circulation in the district. In this way we at once acquired a rather widespread publicity. We were zealous to include in our column news of especial interest to men. From time to time, too, we ran feature stories emphasizing the increasing use of the library for practical ends. In fact, most of our publicity was directed at the men, since the women and children were already making good use of their opportunity. We placed signs advertising the library's hours in the places where we felt sure the men would be most likely to see them—the railway and bus stations, hotels, and the postoffice. It was not long before we had some visible returns from this advertising, but there remained still many men who seemed entirely unaware that there was a library in their midst.

In the meantime, a business survey of Delano had been made and a book ordered for each business and industry. As these books were received we called them to the attention of our business men, by telephone if we knew them well enough, by personal call if we did not. Most of the men seemed surprised at our proffer of service, but all of them were appreciative and only one failed to avail himself of his opportunity, As the men came to the library to take our cards and get their books we took advantage of the occasion to advise them of our resources and sent most of them away with the knowledge that we could get for them any books or information which they might want. We found that they had only the vaguest idea of what the county library really was and none at all of the State Library. This situation was remedied by one or two talks given at the various service clubs. The response from our business men was good, but they form only a small part of the male population and we still hoped to reach the rest.

By this time we had acquired files of the U. S. Farmers' Bulletins and the University of California agricultural publications. The latter were catalogued and both series were thus made easily usable. But still these publications were not getting the use to which they were entitled. This was also the case of some numbers of technical books. We decided to publicize these neglected items by means of exhibits. The first of these, "Books for Men," for which we had a most suitable poster depicting a mechanic, was placed in the window of a local drug store. Included in it, besides books and pamphlets of a technical nature, were books on sports, travel, biography, and anything else which we felt of special interest to men. There was immediate request for much of the material shown. The most popular item was a series of pamphlets on budgeting. As we had such good success with this exhibit, we followed it with others from time to time, some of which were Vacation Opportunities, Better Homes Week, Election Issues and Correspondence Schools Catalogues. One which was immediately fruitful was a showing of magazines taken by the library, in company with the Readers' Guide and a poster explaining the use of the latter in connection with the magazines and explaining that both were available. With so much encouragement we decided to place a permanent exhibit somewhere where it would do the most good, and hit upon the postoffice as the best location.

In a small town where there is no mail delivery the postoffice is really the ideal spot for publicity of any kind. Practically everyone visits it at least once a day. So we obtained permission from the Postmaster

* Since writing this article Miss Hughes has been appointed librarian of the Visalia Public Library, Tulare County.

PENNELL-CUSACK Children's Own Readers

New Features

An even stricter vocabulary control, extending through Book Three.

A new Reading Chart (a Wall Chart) in full color for the Pre-Primer.

More stories and poems.

Workbooks in a new format at a new low price.

New Covers (Primer through Book Six).

Write for circular No. 746

GINN AND COMPANY
45 Second Street
San Francisco, Calif.

General to place our exhibit with the stipulation that it must contain no definite advertising matter of a commercial nature. A case was built and installed in a prominent position by the desks, and the first display arranged in September, 1932. This exhibit is directed almost entirely at the men, and for it we draw largely on our agricultural and our pamphlet files. We generally include items on agriculture, business, technical subjects, travel, sports, etc. Occasionally we build a display around one particular theme, as recently when we showed bulletins on farm homes and farm home conveniences. This exhibit brought a demand for every single bulletin shown. Recent requests show that the postoffice exhibit has circulated material on such subjects as adobe brick making, stock poisoning plants, history of piracy, black widow spider, septic tanks, solar heaters, house insulation, handball playing and club organization. Lately also we have been placing a classified list of new books in the case. On this we make the headings as simple as we can, not using library terms, as we do not wish to frighten away prospective readers by the use of unfamiliar words. To date we have had exactly one exhibit in this case which has not brought visible and immediate results.

Word of mouth, however, is, after all, the most effective means of publicity. We do not miss opportunities to call to the attention of our readers any new books in which they may be interested. Whenever we get a new book which we feel may prove valuable to one of our readers we always serve notice of it, either in person or by telephone. For the past two years we have distributed copies of the Kern County Free Library Quarterly Bulletin to the business houses, first checking each copy to indicate titles already in the branch, and labeling it with the name of the person for whom it is intended. This device has brought new readers and numerous requests for books noticed.

It is easy in so small a community to give this personal service which has proved so fruitful. We knew we had had some success, but did not realize quite how much until a survey of reading interests was made by the county library in 1934. This revealed that in our branch we had, over a two weeks' period, given service to 137 women and 103 men, and that they had averaged exactly the same number of books apiece, 2.84. In the period from 1930 to 1934 the circulation of adult non-fiction had grown from 15 percent to 34 percent of total adult circulation. As the men averaged, in our survey, .88 non-fiction books to the women's .56, it was evident that our campaign to make the library practically useful had succeeded to some extent. A count of readers has shown, also, that of our 1137 adult readers, over 500 are men.

IRVIN S. PRESTON DOuglas 1459

J.Q. HATCH & CO.

Official Watch Inspectors for the Southern Pacific - Western Pacific and Northwestern Pacific Railroads

DEALERS IN

Watches - Diamonds - Jewelry

Silverware - Etc.

WATCHES SKILLFULLY REPAIRED AND WARRANTED

ARCADE FLOOR

210 PHELAN BUILDING, 760 MARKET ST.

SAN FRANCISCO, CALIF.

LIBRARY NOTES

Valuable A. L. A. Publication

Publicity Pointers for School Libraries is an occasional leaflet sent by the School Library Publicity Committee of the American Library Association to leaders in the school library field listing available publicity material along with suggestions for its use. Velma R. Shaffer, Board of Education, Gary, Indiana, is editor of *Public Pointers* and chairman of the Publicity Committee, School Libraries Section, American Library Association.

Among the items featured in *Publicity Pointers,* September, 1936 were cooperative publicity, revised edition of "Significance of the School Library" by Mary Helen McCrea, What is school library news?, a film for freshmen, illustrating the intelligent use of library facilities, current articles on school libraries and exhibit aids.

Kings County History for School Children

Through the initiative of Mrs. Harriet S. Davids, librarian, Kings County Library, and a ready response to her suggestion from J. E. Meadows, county school superintendent, the elementary school children this year have the history of their county for use in the schools. Although the history was sponsored by Mr. Meadows and Mrs. Davids, it was written by James L. Brown of the English Department of the Hanford Union High School, who gave his time and talents for the benefit of the children of the county. It is in pamphlet form with an attractive cover, comprises thirty-seven pages and contains much information in simple language concerning the history, development and resources of the county.

County Librarians Invited to School Meetings

In recognition of the importance of the librarian in the elementary school program and of the necessity for county library service to rural schools, the Northern Section, California Supervisors' Association, through its president, Francis L. Dragomanovich of Modoc County, issued an invitation to all librarians to attend and take part in the programs of the Association. The invitation stated that the regular form letters sent to all members of the Association will also be sent to the librarians in the Northern Section.

Bay District Library Discussion Group

Because of the social and economic changes taking place in the world, library workers are coming to feel more keenly the need to discuss, with their colleagues in all branches of the profession, the various problems of common interest.

Miss Jeannette M. Hitchcock, President, San Francisco Bay District, C. L. A., is greatly interested in the formation of a discussion group to include all library workers who wish to take part in such discussions. She has appointed the following committee to launch the work: William P. Tucker, Chairman, Jane I. Curtis, Orcena Dawson, Jessica Fredericks and John B. Kaiser.

The first meeting of the San Francisco Bay District Library Discussion Group was held in the Assembly Room of the San Francisco Public Library on November 19. There was a panel discussion on Personnel Problems, pertaining to civil service, certification, salary standards and exchange of library positions. The panel consisted of J. B. Kaiser, Alice M. Healey, William S. Carlson, Lawrence J. Clarke, Coit Coolidge, Eleanor Hitt with William P. Tucker presiding. Any of the topics presented at this meeting may be the subject of future panel discussions if so desired by the group members.

Problems tentatively suggested for future meetings include: Staff Associations, Junior Members' Groups, Adult Education through Forums in Library Buildings, Public Relations and Publicity Work, the Librarian and Politics, Service to Special Groups, Adequacy of Professional Associations, Higher Degrees, the Problem of Controversial Books and Magazines, a State Library Journal, and the Merits and Weaknesses of Library School Training.

All library workers are cordially invited to attend these gatherings and to bring to them their ideas about topics of greatest interest for other meetings.

High School Library Service in Siskiyou County

An original plan for giving library service to the high schools of Siskiyou County was formulated this year by J. E. Hurley, District Superintendent of the Siskiyou Union High School; Miss Gretchen D. Knief, county librarian, and Robert G. Dennis, county school superintendent. This plan is now in operation with Myra Minich, a trained librarian, in charge. Mr. Dennis has set forth the main points of the plan in an article entitled, "Rural High School Libraries—What Is the Answer?" published in the *Sierra Educational News,* November 1936.

The Elementary School Library Featured at Institute

On the invitation of County Superintendent Robert Dennis, Miss Eleanor Hitt, Assistant State Librarian, was in charge of a section meeting at the recent Siskiyou County Teachers' Institute held in Yreka. More than one hundred teachers and principals attended the group meeting, which was devoted to consideration of the library in the elementary school. Several children from two of the rural schools of the county told of the pupils' part in the library activities in their respective schools. Miss Hitt showed a film taken in the libraries of the elementary schools of Sacramento and produced by the State Department of Education. A general discussion in which many of the teachers and principals participated followed Miss Hitt's introductory talk, the children's demonstration and the showing of the film. Miss Gretchen Knief, county librarian of Siskiyou County, reported briefly on recent developments in the organization of elementary school libraries in the county.

ST. GERMAIN RESTAURANT

60 Ellis Street, San Francisco

Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.

Regular Lunch, 50c

Special, 65c

Regular Dinner, 90c

Plate Dinners, 55c, 65c, 75c, 85c

Sundays and Holidays, $1.00

PHONE: SUTTER 2980

EDUCATION OF FOREIGN LANGUAGE GROUPS

The California State Department of Education, in cooperation with the California School Supervisors' Association, Southern Section, held a conference on the Education of Foreign Language Groups at John Adams Junior High School, Los Angeles, on October 31, 1936. About six hundred educators from the six southern California counties were in attendance at the conference.

The subject, "Provision of Suitable School Environment and Equipment," was presented by Mrs. Barbara Webster, principal, Barbara Webster School, Santa Paula. Among the aspects of the subject presented by the speaker and discussed by the panel were: the teacher as a part of the environment, the physical conditions of the school, the desirability of informal furniture and arrangements, provision for adequate, well-selected books, the place of natural science equipment, provision for practical arts.

Much interest centered around the discussion of Adaptation of Curriculum to the Needs of Children. Mrs. Gladys L. Potter, Assistant Chief, Division of Elementary Education and Rural Schools, made an analytical presentation of the problems relative to curriculum. The demand for Mrs. Potter's presentation was so great that it will appear in the next issue of the *California Journal of Elementary Education.*

A luncheon program arranged around the central theme, "Utilization of Native Culture," was received with much enthusiasm.

In presenting the utilization of native arts and crafts, Miss May Gearhart, Supervisor of Art, Los Angeles, showed a large number of interesting paintings and craft objects made by foreign children in the Los Angeles schools. Miss Gearhart said:

"Art expression offers a means whereby a child can record impressions or communicate ideas for which his vocabulary, written or spoken, may be inadequate. For the foreign speaking child, drawing, painting, modeling and the like provide a ready release from the stultifying conditions imposed by language restrictions. He may stumble and fumble in expressing himself in a new tongue, but his art easily reveals his ideas and attitudes of mind. The alert teacher is quick to recognize the contributions children of foreign parentage can make through tradition, memory, inherent techniques and skills, and actual materials loaned from homes where parents still preserve costumes or other treasures brought from alien shores. The Japanese child's wonderful handling of his brush, the Mexican's adroit manipulation of materials with his craftsman's hands, the Russian's recognition of rich design are influences in the broadening of the art horizon for all the children of the school group. By recognizing his art ability, the teacher helps the young foreigner to acquire a feeling of stability and security in his new home. Regardless of whether a child is American born or of foreign parentage, to achieve vigor and vitality in his art expression the source of his work must be based upon his own observation and experience. We are often reminded that we do not truly understand any people until we are aware of their art. We should encourage the foreign child in pride in his heritage, but at the same time the idea must be fostered that he is now an American and that his art expression should be related to the needs of his present environment. The growth of a sturdy American art does not necessitate the rejection of the influences from many cultures, but rather an assimilation, an adaptation and a use of their art values with an intelligent consideration of the conditions and the opportunities existing in the immediate situation."

Miss Jessie Tritt, Supervisor of Education for Exceptional Children, Los Angeles City Schools, presented an interesting program of Japanese and Russian dances. Miss Tritt analyzed the problem of foreign groups in Los Angeles as follows:

Each spring it is the custom for the Los Angeles city schools to check the language backgrounds of the children in attendance. In March, 1936, there were 90,000 children from homes where a foreign language was habitually spoken. Out of this 90,000 children about half were Spanish or Mexican. The distribution of nationalities follows:

44,000 Mexican or Spanish; 8,200 Japanese; 7,000 Italian; 6,000 German or Dutch; 5,000 Russian or Slavic; 2,600 Scandinavian; 2,000 French; 1,400 Armenian; 13,800 of other nationalities.

There were 210,000 American and English children, including Negroes—a total of 300,000 enrolled last March. These large numbers of foreign children were scattered throughout the district. If they were grouped by nationalities each nationality would fill several school buildings. In various districts certain types of foreign children predominate in the school.

When elementary or high school children enroll who do not speak English they are sent to foreign adjustment rooms to be helped to overcome their language difficulty.

A large group of Mexican children were presented in native costume. Mrs. Mabel Seeds Spizzy, Supervisor of Music in Orange County, has developed an extensive program for the utilization of the native songs and dances. Mrs. Spizzy said in introducing the children:

"The psychological approach to the foreign language group's educational problems is to create in the boys and girls and their parents a sense of belonging to our country. This sense of belonging can best be approached through the utilization of the arts in which language is not a barrier for comprehension. The meaning of these arts can be grasped by all. They represent the only universal language.

"The Mexican schools in Orange County, in utilizing the authentic folk songs and

Mexican Children in Native Costume at the Richfield School, Placentia, Orange County

dances of Mexico, try to adhere to the native costumes when these are presented. These schools like to present Mexican fiestas on Cinco de Mayo."

Professor J. H. Batten of Claremont Colleges spoke on the problem of the second generation foreign group. He said:

"We have in California four alien groups: the Chinese, the Japanese, the Filipinos and Mexicans. These constitute to all practical intents four nations within a nation, foreign in training and ideals to our concept of democracy. Strict enforcement of our immigration laws has halted any further influx of these nationalities. It is not likely that these measures will be relaxed. The problem of the future will be entirely with the second and third generation.

"The original immigrant groups are uninterested in American citizenship. The Mexican is the most important of these groups because of our growing cultural and commercial relations with Mexico. We shall have a large group of second and third generation Mexicans who by virtue of their birth are American citizens. If they are to be anything more than mere nominal citizens, we must enter into closer and more considerate relations with them. Educationally, it is not enough to pass them through our graded schools and send them out with a mere knowledge of the English language. Socially, it is not enough to meet them on terms of equality in athletics and close the doors of further social intercourse. Very few of these younger Mexicans are entering high school and college and a very small minority are exercising their rights of citizenship. They will be with us as a permanent factor in our social, commercial and political life. What are we going to do about it?"

The afternoon session of the conference was devoted to a discussion of the utilization of community resources and the problems of health, physical and social welfare. The former topic was presented by Mrs. Almira D. Frachville, Associate Supervisor, United Pueblos Agency, Albuquerque, New Mexico; the latter by Edward Lee Russell, M. D., Director of Child Hygiene for Orange County.

Among those who participated in discussion panels were J. W. Cokeley, Marion Louise Horton, Edythe Phillips, Mary H. Thomason, Clophine Dooley, Edith Gilbert, H. Fred Heisner, M. G. Jones, Ada Larson, Mae W. Stewart, Dr. M. Madilene Veverka, Cora Lee Danielson, Mary Frances Martin, Edna Armstrong, Naomi N. Griffin, J. D. Hayes, Georgia Nelson, Mary Stewart, Nelle C. Taylor, Lela J. Beebe, M.D., Hazel Crowl, Guy M. Hoyt and M. B. Madden. Mr. Hugo Escobar and Mr. Ramon Hernandez were special representatives of the Mexican government at the conference and Mr. Tomokazu Hori, Consul of Japan, was also present in an official capacity.

Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, presided at the morning session and defined the purposes of the meeting. Mr. Edward Hausladen, President, California State Supervisors' Association, Southern Section, presided at the luncheon program. Mrs. Gladys L. Potter presided at the afternoon session. The consensus of opinion of those present was that this conference should be an annual educational event to report the progress made in the interim in meeting the needs of the foreign language groups in the public schools.

ELEMENTARY SCHOOL PRINCIPALS MEET AT REDWOOD CITY

The Division of Elementary Education and Rural Schools of the State Department of Education held a sectional conference of elementary school principals and district superintendents in cooperation with the Bay Section, California Elementary School Principals' Association, at Redwood City on November 14, 1936. Mr. F. B. Zimmerman, president of the Bay Section, presided at the morning session.

The date set for this conference, November 14, was the final day of the great Bay Bridge celebration, and all the wheels in the world, apparently, were rolling toward San Francisco. Moreover, it was the day of the first, and so far the only rain of the season, a rain which was falling merrily at Redwood during the early morning hours. But in spite of rain and celebrations, the attendance was unexpectedly large. More than three hundred principals were in place for the 9 o'clock session, having driven in from Napa, Vallejo and Petaluma, from the East Bay Cities and the Peninsula.

We commend this meeting as a shining example of professional loyalty and enthusiasm, and congratulate the Bay Section president, Fred Zimmerman, for the leadership that shows such inspiring results.

Looking over the audience, we saw many new members of the association. Among the older members and staunch supporters of the interests of the elementary school principals who have loyally attended meetings since the organization of the association we recognized George A. Fickes and Miss Roxie Alexander of Vallejo; Miss Eva Holmes, Napa County Superintendent of Schools; Mrs. L. H. Stewart, Miss Sarah Young, former State President of the Association, and Mr. R. C. Bowman from Oakland; Mr. J. M. Bryan, Mrs. Mabel Dye and Louise Thompson from Alameda; Mr. Oscar H. Olson, former Bay Section president, with his superintendent, Lester D. Henderson, from Burlingame; Mr. Glenn W. Goddard from Palo Alto, and the new Palo Alto superintendent, J. R. Overturf, and Gretchen Wulfing, assistant Supervisor of Elementary Schools in San Jose. San Francisco was specially well represented. Among the many principals present were Miss May Nolan, Mrs. Edith Cochran, Miss Irene Kelly, Miss Charlotte Estes, who was the Bay Section president preceding Mr. Zimmerman, and Miss Jane Ryan. Among the vice-principals from San Francisco were Mrs. Clara Moore, Miss Muriel Roberts and Miss Aneta Beckman. Miss Bertha Roberts, deputy superintendent in charge of elementary schools, is always a loyal supporter of the elementary school principal and is active in the association. She and her elementary school supervisor, Mrs. Alta Harris, were present at both the morning meeting and the luncheon session.

Miss Helen Heffernan, chief, Division of Elementary Education and Rural Schools, spoke on the work of the state committee on Scope and Sequence of Major Learnings in the Curriculum. This talk was felt to be of such great value that we have asked permission to reprint it in part in our January issue.

Mrs. Gladys L. Potter presented the Teachers' Guide to Child Development in the Intermediate Grades and was ably assisted by a discussion panel consisting of Robert E. Gibson, District Superintendent of Schools, Walnut Creek; Max Hamm, Principal, Cole School, Oakland; Robert C. Titus, Principal, Haight School, Alameda; Clara White, Principal, Laguna Honda School, San Francisco; George V. White, Principal, McKinley School, Burlingame.

An exhibit of prints prepared in connection with a unit on "Getting Acquainted With Trees," developed by the children of the rural schools of San Mateo County under the direction of Miss Eleanor Freeman, Director of Rural Education, was posted in the hallway of the McKinley School. This unit began with a study of the trees of the community, resulting in an understanding and appreciation of their beauty and value—leading to an increasing interest and desire to protect our friends of the forest. The principals enjoyed the opportunity to see this unusually interesting exhibit.

At the luncheon meeting Miss Pansy Jewett Abbott, County Superintendent of Schools, San Mateo County, and Mr. William J. Burkhard, President of the California Elementary School Principals' Association, brought greetings to the conference. Dr. Paul R. Hanna, Associate Professor of Education, Stanford University, spoke on "The Language Arts in the Integrative Curriculum." Dr. Hanna illustrated reading as a technique to gain further information for discussion of a unit of work on Pueblo Life in which the dramatic play of the children necessitated wide reading experiences. He emphasized the importance of practice in oral expression which children get in planning the day's activities. Oral discussion, he said, helped to carry on an integrated program. Dr. Hanna emphasized particularly the opportunities for written expression in school publications and used a great many interesting school publications to illustrate his remarks. "Vitality, interest and purpose," he said, "characterized the written expression of children developed out of the integrated curriculum."

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery
Main Store
1120 Market Street
Opposite 7th Street
Telephone MArket 3303-3304
Specializing in food products for building and maintaining health
Send for Free Catalogue

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 Crocker Building, Garfield 1346
Residence: 450 17th Avenue, EVergreen 1560
San Francisco, Calif.

THE HARVEST OF THIRTY-SIX YEARS

It is not often, in this epoch of a "dynamic and mobile civilization," that a man has the privilege of staying in one place long enough to watch the growth and fruition of the seeds he himself planted. The year just closing must bring singular satisfaction to Walter T. Helms, who went to the district that is now Richmond at the turn of the century, and has stayed there to develop a school system that is a model of practical efficiency and progressiveness.

Not only in his professional life, but also in his family history, Mr. Helms is deeply rooted in the region where his work has been done. His mother came to California in the early fifties at the age of five. With her family, she crossed the Isthmus on mule back, to continue the journey by ship to San Francisco. Even the ending of the long weary trip was a hazardous and tragic experience. For the pioneers, disembarking at the foot of Jackson street, stepped out upon a wharf so crude and flimsy that a small brother of four fell through the boards and broke his leg. There were no doctors to set it properly, and he was lame all his life. Mr. Helms' father also came to California as a boy by that same journey of hardship. Both families settled on the eastern shores of the bay, and, striking root, have shared in the growth of the region.

Mr. Helms attended the public school in San Lorenzo, the High School in Hayward, and entered the University of California. His graduation in 1899 was followed by graduate work for the secondary certificate.

In 1900 the Santa Fe Railroad made Richmond its terminal and a small settlement started, all this territory being a part of the old San Pablo School District. Mr. Helms was sent out by the university at the request of trustees to take charge and organize schools as Supervising Principal. Shortly after, the Standard Oil Company of California located its great refinery in Richmond. Population grew rapidly and providing schools became quite a problem. In 1903, the San Pablo District was divided, forming the Richmond, Stege and San Pablo School Districts. Mr. Helms became the District Superintendent at Richmond and City Superintendent in 1909 when a charter was adopted. Gradually all the original territory of the San Pablo District was joined to Richmond for school purposes. In 1907, the Richmond, San Pablo and Stege Districts united to form the Richmond Union High School District and Mr. Helms was selected to head up the secondary schools also. Since that time the secondary district has been enlarged by the addition of the Pinole-Hercules, the Sobrante, the Sheldon and the Orinda Union Districts.

Providing school facilities has been a very great problem. About 1910, the boards of trustees realized that Richmond and vicinity was to develop into quite a city and that school facilities would have to be planned on a much greater scale. Bonds were voted to replace all earlier buildings and Richmond began a program which has provided fine modern schools.

Richmond's educational program has always been progressive. For many years children have been grouped according to ability. Especial attention has been given to the proper integration of courses from elementary to junior high and from junior high to senior high. Very successful work has been done to provide courses in the secondary schools that will take care of the various ability groups.

A fine health program is provided. In addition to school nurses, a school physician is employed, and all children are given a

Walter T. Helms, City Superintendent of Schools.

medical examination. Dental clinics are provided and a full time dental hygienist.

There are classes for handicapped children in the elementary schools, with special classes in the junior high schools.

Serving part time is Dr. Jewel Fay, a psychiatrist. Dr. Fay meets with parents of problem children.

There is also a director of speech correction and a director of research and testing.

In the senior high school, studies are being carried on to provide modified courses for groups of the lower ability level. A general science course has been developed which is receiving state-wide recognition. School bands and orchestras give opportunity for growth in music skills.

From the small beginning of seven teachers in 1900, Richmond now has eleven elementary schools, two junior high schools and a senior high school. Just recently a twelve-acre site has been purchased for the erection of an additional junior high school. The schools operate a fleet of eleven school buses and maintain garage and repair shops.

Mr. Helms is a state director of the California Teachers' Association and a state director of the Public School Business Officials' Association, a member of the State Council of the California Teachers' Association, and a Past President of the Bay Section of the California Teachers' Association. He is also a Shriner, a Rotarian and a member of Lambda Chapter, Phi Delta Kappa.

In concrete accomplished results and in the evidence of professional recognition and honor, Superintendent Helms must see a heart warming harvest from his long years of service to the schools of Richmond.

WESTERN SCHOOL NEWS

The November Institutes

Bay Section

The San Francisco one-day institute for the fall term was held on November 25, under the auspices of the California State Teachers' Association. A program of outstanding value was condensed into the sessions of this one day. During the morning, Mr. C. Harold Caulfield, president of the San Francisco Board of Education, gave an address on "School Costs and the Curriculum." This address deals with a subject of such universal interest that we are printing a considerable portion of the paper elsewhere in this issue. At the same session, the 6000 assembled teachers of the Bay Region had the privilege of hearing an address by Doctor John W. Studebaker, United States Commissioner of Education, on "The Federal Government and Education." John A. Sexson, Superintendent of Pasadena City Schools and President of the California Teachers' Association, addressed the afternoon session, sharing the program with Bruce R. Baxter, President of Willamette University, Salem, Ore.

Delegates to the Bay Section Council of the California Teachers' Association to serve for two years were elected at the Wednesday meeting. Those chosen were: John F. Brady, Genevieve Carroll, Henry I. Chaim, A. J. Cloud, Susie N. Corpstein, Con A. Davis, George Finnigan, Frances A. C. Mooney, Genevieve M. Russell, Edith Silberstein, Grace MacCormack, Edwin E. Niccolls and William A. Wieland.

Elnore Fuller and Wilbur Raisner were chosen as members of the executive board of the Bay Section Classroom Department.

Central Section

David R. Metzler of the Fresno High School faculty was elected president of the California Teachers' Association, Central Section, at the annual election held in Fresno November 23-25. He succeeded Paul Andrew of Clovis. Miss Neva Colson of Fresno was elected vice-president, and C. L. Geer of Coalinga and May R. McCardle of Fresno representatives of the state council; Charles Edgecomb and Helen Shafer, both of Selma, were re-elected president and secretary respectively of the Fresno County unit of the California Teachers' Association. Mr. Edgecomb is the superintendent of schools of Selma and a member of the County Board of Education. He is one of the leading school men in Fresno County.

Charles E. Furby of Armona and Mrs. Dorothy Hamilton of Hanford were elected representatives in the Central Section Council of the Association. Mrs. Hamilton is the principal of the Woodrow Wilson School in Hanford. She is also a member of the Kings County Board of Education. The Kings County teachers at their institute adopted a number of resolutions. Among them is the recommendation of a change to a two-day institute with some evening sessions to precede it. Another recommendation was for the exchange of plays and entertainments among the various schools and a visitors' day at least once a year for all classes.

Merced and Mariposa Counties held an institute in connection with the Central Section of the California Teachers' Association. M. M. Thompson, a teacher in the Gustine Union High School, was elected president of the Merced-Mariposa County unit.

Walter F. Dexter, executive secretary to Governor Frank Merriam, was one of the speakers for the bi-county institute. In his talk he made a point of the value of inspiration between the teacher and the student as a motivating force in modern education. He declared teachers must set forms of conduct and standards on an inspirational basis rather than on a negative basis. He stated that through this means students will have a growing sense of social justice. Other speakers at this institute were Mrs. B. C. Clark, president of the California Congress of Parents and Teachers, and I. O. Addicott, Fresno schools curriculum director. Mr. Addicott, a former principal in the Fresno schools, was recently appointed to the position of curriculum director. He is considered to be making a valuable contribution in this field of work.

John A. Sexson, president of the California Teachers' Association and superintendent of schools in Pasadena, and Honorable John W. Studebaker, United States Commissioner of Education, Washington, D. C., were the speakers at the general session of the Fresno-Madera County and Fresno City Institute, held in Fresno.

C. L. Geer, Superintendent of Schools of Coalinga, and Miss Marian Reed, Instructor, Roosevelt High School, were the speakers at the English Teachers' luncheon.

Miss Theresa Burke of Wasco was elected president of the Kern County unit of the California Teachers' Association in the annual institute late in November.

Northern Section

Superintendent Charles C. Hughes of Sacramento was this year in charge of the institute held in Sacramento, which combined El Dorado, Sutter and Yolo Counties with the Sacramento County and City Institute. Meetings, instead of being held in various parts of the city, as heretofore, were all held this year in the Sacramento Senior High School. The chief speaker was Doctor A. S. Raubenheimer, Professor of Education, University of Southern California. He spoke on "Our Human Resources and Our Program of Education," "Concepts of Learning and Educational Practices," "Personality—Developing Its Integrity" and "The Promise of Youth—Our Society of Tomorrow."

County Superintendents R. E. Golway, Eleanor K. Bandy, E. J. Fitzgerald and George F. Algeo did the presiding honors of the first days of the institute. On the last day Superintendent Charles C. Hughes presided. One of the speakers on this occasion was Judge Rolfe L. Thompson, Justice, Third District Court of Appeal, Sacramento. His subject was "Americanism."

Doctor Rudolph D. Lindquist, Professor of Education, Ohio University, was one of the speakers of the general session. He talked on "Education as Guidance."

Superintendent Hughes planned an institute for this year based on a series of lectures rather than round table discussions or section meetings. The subjects requested of the speakers were practical and instructive as well as inspirational.

San Bernardino County

C. Burton Thrall, County Superintendent of Schools, San Bernardino County, called an institute for November 12-13, held this year in Colton. San Bernardino is one of the largest counties of the state. It contains both thickly populated areas and the widely scattered schools of the Mohave Desert region lying beyond the Cajon Pass and extending to the Arizona border, a region which includes the schools of Needles, under District Superintendent John Branigan.

The opening session of the institute held in Colton had for its general theme "Factors Influencing the Development of a Wholesome Personality." The factors discussed were school, home, motion pictures and church. Miss Helen Heffernan of the State Department of Education talked to the Elementary School Principals on "The Principal as Supervisor in the Elementary School." She spoke also in a section meeting presided over by Superintendent Thrall on "The Integrated Program in the One-Teacher School."

Fred W. Clooney, Principal of the Barstow Elementary Schools, was chairman of the section meeting on Oral and Written Expression. Mrs. Gladys Potter of the State Department of Education discussed "Oral and Written Expression on the Elementary and Secondary Levels." Claire Soule Seay, Instructor in English, University of California Extension Division, Los Angeles, was also on the program. Mrs. Seay is a lecturer of such skill that her courses in the Summer Sessions at the University of California are always among those having the largest attendance.

In each of the Section Meetings of the institute discussions from the floor followed the introductory speeches.

Mr. George Jensen, Principal of the Sacramento High School, was the principal speaker for the high school section presided over by A. D. Graves, Superintendent of City Schools, San Bernardino. Mr. Jensen's subject was "Curriculum Trends in the Secondary Field." The work which Mr. Jensen is inaugurating in the Sacramento High School is of such a sound as well as progressive nature that it is certain not only to create interest, but to contribute to the changing thought in the curriculum field. Mr. Jensen has been called upon by the secondary departments of numerous institutes to present his ideas.

Among the most interesting subjects taken up at the San Bernardino institute were two section meetings devoted to puppets. Mrs. Margery McIntosh, Principal, Victorville Elementary School, presided at the first of these meetings, at which "Making Marionettes and Puppets for Classroom Use as Integrated with Social Studies" was presented by Myriam Toles of Berkeley, California. Miss Toles and her company at a second meeting presented a play illustrating the use of puppets which may be made in the schools.

One of the section meetings was devoted to Creative Arts in the Elementary Schools. Mrs. Howardine Hoffman, Supervising Principal, Chino Elementary Schools, who is very active in the southern section of the State Elementary Principals' Association, presided at this meeting. Creative Writing was discussed by Mrs. Gladys Potter; Ceramics, by Mr. Glen Lukens, Instructor in Fine Arts, University of Southern California, and Music by Mr. Jose Rodriguez, Editor, Radio Stations KFI and KECA, Los Angeles.

The final talk of the institute was given by Miss Helen Heffernan on "Redirecting the Curriculum."

Central Coast Section

Central Coast Section of the California Teachers' Association, representing the counties of San Benito, Monterey, San Luis Obispo, Santa Cruz and Santa Cruz City, gathered for their institute this year on November 23-25 at Santa Cruz. The program of this institute offered a full three days of work of varied and excellent material in every subject touched upon in the modern curriculum and for every educational level from the kindergarten to the junior college, including a section devoted to the increasingly important group, the school librarians.

The meetings following the general sessions were divided into group programs under subject heads. Part of these were given in three periods for credit and part were two periods, non-credit. The kindergarten-primary group was given for credit. The leaders were Helen Heffernan, Chief of the Division of Elementary Education and Rural Schools, State Department of Education, and Gretchen Wulfing, Supervisor of Reading, San Jose City Schools.

A course in classroom speech improvement was given by William B. McCoard, Instructor of Speech, San Jose State College. Credit for one semester unit at the San Jose State College was given for this course. Improvement in speech and speech correction are receiving practical consideration in many counties and cities of the state. It is gratifying to see the awakening of interest in the most important social tool we have, that of talking to our fellowman.

Guidance for the adolescent level was another important subject on the program. Doctor Herbert R. Stolz, Assistant Superintendent in Charge of Individual Guidance, Oakland Public Schools, was the conference leader.

One of the most interesting sections was that of music, of which Arthur S. Garbett, Director of Education, Western Division, National Broadcasting Company, assisted by Gertrude Cross, teacher of Markham School in Oakland, was the conference leader. Group chairman of this group was J. M. Carlyon, head of the music department of the Watsonville Public Schools. Mr. Garbett prepared and distributed a paper on "Stimuli to Music Appreciation and Composition." Following a study of this paper and for the last meeting of this group, Miss Cross gave a demonstration of classroom application of the method with two of her pupils from the Markham School in Oakland. The naturalness of the children under the circumstances of a public demonstration in a strange place is a tribute to the social development achieved in the learning situation established by the activity program.

For the programs of the general sessions of this institute some excellent speakers were secured. The opening session presided over by C. Ray Holbrook, City Superintendent of the Santa Cruz Schools, was addressed by Doctor John W. Studebaker, United States Commisisoner of Education, Washington, D. C., on "The Federal Government and Education," and by Doctor Gertrude Laws, Chief of Bureau of Parent Education, State Department of Education, on "Unoccupied Areas of Service." Doctor Laws was prominent on many of the institute programs in the state this year.

The Monday afternoon session presided over by Mrs. Janie M. Stocking, Superintendent of the Santa Cruz County Schools, was addressed by Mrs. Rachel Davis-DuBois, Director of the Institute for Education in Human Relations, and Lecturer in Educaton, Teachers' College, Columbia Univer-

sity, on the subject of "Hyphenated-Americans: A Danger or a Promise;" and by Rabbi Edgar F. Magnin, Wilshire Boulevard Temple, Los Angeles, on the subject of "An Education That Educates." Rabbi Magnin appeared on several institute programs this year.

One of the most interesting meetings presided over by Delia Briggs, President of the Central Coast Section, with Superintendent Hazel R. Bengard of San Benito County acting as co-chairman, was the panel discussion on "What Type of Learnnig Situation Is Most Desirable?"

Doctor Tully C. Knoles, Doctor Grayson N. Kefauver, Doctor Karl S. Hazeltine, Doctor Paul R. Hanna, Doctor William F. Meyer, Professor of Astronomy, University of California, and Leo B. Baisden were among the many names appearing in the program of one of the most comprehensive institutes of the year.

Nevada and Sierra Counties

A small four-page program came to our desk from Grass Valley, where Nevada and Sierra counties met for their institute November 23-25. In those four pages is presented a group of names to conjure with and one of the most interesting lists of subjects we have seen.

The elementary section heard "Some 'Hows' of the Integrated Unit" by Doctor John Hockett. That is an intriguing title in these days of units and integration and the many "Hows" flung at the supervisor and superintendent.

The high school section heard Doctor Harold Hand discuss "Trends in High School Curriculum," which subject is one under constant discussion. Mrs. Lillian B. Hill, Chief of Bureau of Mental Hygiene of the State Department of Education, discussed "Needs of Individual Pupils" and Doctor Joseph Marr Gwinn talked on "The Power Behind Ideas and Ideals" and "The Teachers' Quest of Causes of Conduct." Doctor Hockett talked also on "Streamlining the Reading Program" and "Practical Suggestions for Enriching the Elementary School Curriculum."

Mrs. Gladys Potter talked on "Creative English" and presented the Teachers' Guide to Child Development in the Intermediate Grades. Helen Heffernan gave an address on "What Parents Have a Right to Expect of Our Schools," and Hon. Vierling Kersey, State Superintendent of Public Instruction, took time out to address not only the general session but to talk to the high school section.

Mrs. Ella M. Austin, County Superintendent of the Nevada Schools, is to be congratulated on such an excellent institute.

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 MARKET STREET

(Next to California Theater)

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the only state-wide professional society which unites teachers of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the proper development of California's most prized product—her children. It provides the surest way for teachers and friends of education to exert influence on school problems. Every State has such an association.

Foremost in the Association program over many years has been the insistence upon professional interests and activities. State-wide committees and conferences of the Association, working with Section leaders, have co-operated in every major educational advance and progressive front.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This insures high standards of service to school children and good living conditions for teachers.

California has a strong, workable tenure law, a law for which this Association is directly responsible. The Association advocates improved professional ethics and standards.

Through the Association, rural supervision has been established and retained.

California Teachers Association inaugurated the laws by which teachers are entitled to receive salaries during illness and retirement salaries upon completion of service.

At each successive Legislature, the Association has fostered good school laws. A great service of the Association has been the defeat of bad legislative proposals.

a. California Teachers Association has fought successfully for the retention of free adult courses.

b. The Association has defeated persistent efforts to deprive school boards of their right to fix and administer school budgets.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and state-wide newspaper publicity.

Through its Placement Service, with offices in Los Angeles and Berkeley, the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued many statements and bulletins on major educational problems.

The Legal Department provides Association members with authoritative opinions on matters of school law.

Every teacher in this State should belong to California Teachers Association. Join now!

President
JOHN A. SEXTON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schoo
Visalia

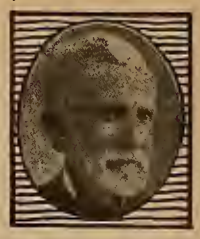
Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

PUBLIC LIBRARY
PERIODICAL DEPT.

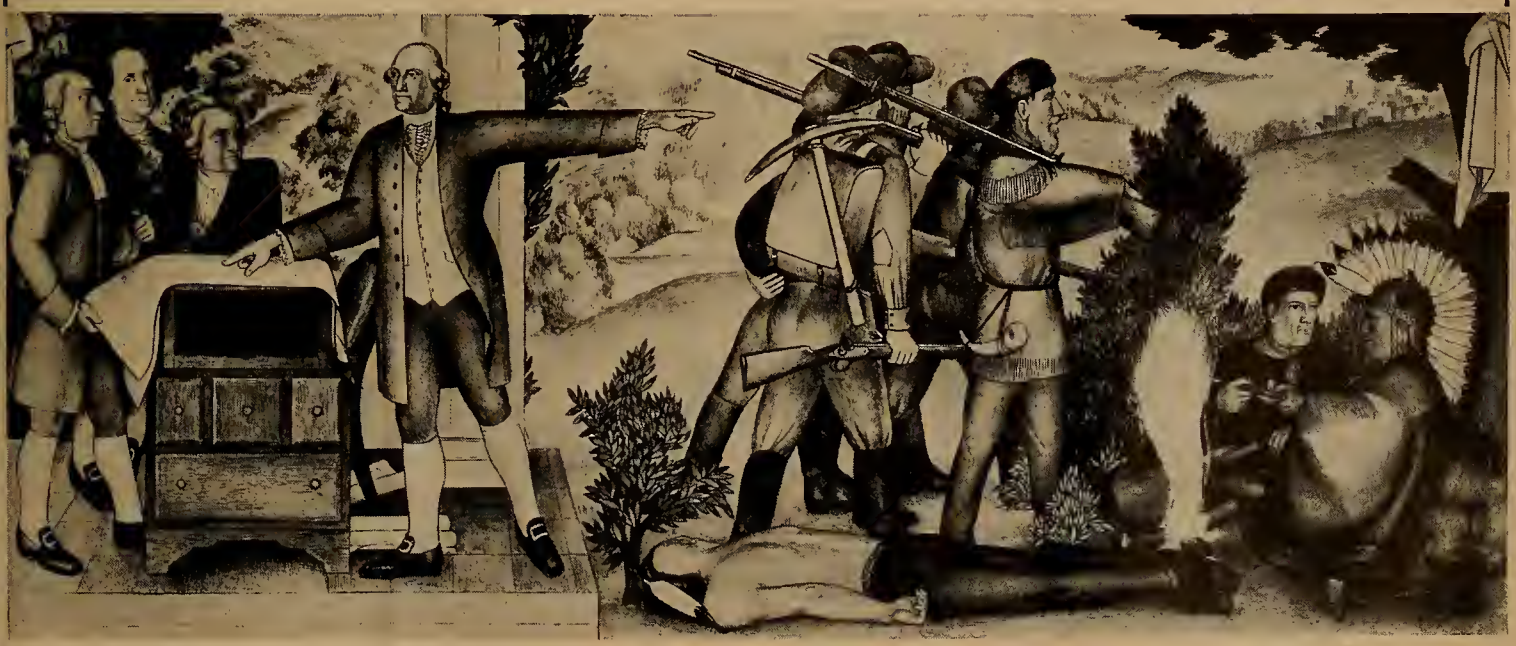
THE
WESTERN JOURNAL of EDUCATION



JANUARY, 1937

Table of Contents

Jottings of a Traveling Bookman—W. M. Culp 3
The Guiding Philosophy of the Unitary Type of Curriculum Organization—Helen Heffernan 6
Practical Problems Involved in Developing Teaching Units in the Ordinary Classroom—Leo B. Baisden 8
A Sixth Grade Unit of Work on Housing—Ray B. Dean 9
Fifty Years of Library School Training—Coit Coolidge 10
Faye K. Russell, New Placer County Librarian 12
Book Reviews 12
Western School News 13
F. A. Rice, New Ginn Partner 14
V. E. Dickson, Superintendent in Berkeley 15
H. H. Glessner, Principal Berkeley High School 15



Mural from the George Washington High School, San Francisco, Calif.—Washington points the way for that pioneer westward movement which fifty years later brought the forty-niners to the shores of the Pacific. (See page 8).

Spoken Drills and Tests in English

By Mabel Vinson Cage

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. Oral drills for speech correctness train ear and tongue (rather than eye and fountain pen!).
2. Oral examinations not only test, but reinforce.
3. Interest comes through competition.
4. Repetition is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California.

AN ORAL LANGUAGE PRACTICE BOOK

By MABEL VINSON CAGE

LIST PRICE $.90

A drill book for oral language practice based on the theory that unless correct usage is on the tongue's end, it is not functioning. A child will write "Yes, I've seen him, he's gone down the street" a hundred times correctly, but meet him in the hall and he will *say* "Sure, I seen him, he's went down the street." Our author contends that had he *practiced that sentence orally* he would have been more likely to *say* it correctly. Perhaps ninety per cent of our use of language is *oral,* therefore the establishment of the correct language pattern must come through *training* the *tongue* and *ear.*

This practice book provides a unique device *for testing individual oral language usage.* It provides drills for establishing a correct language pattern followed by Cumulative Habit Tests.

No rules of grammar are given. The book is designed to establish *patterns* of *speech* through *ear training* rather than by rule. Over 1300 test sentences. Key sentences and a score sheet are provided.

An Oral Drill Book for use in Grades 5 and 6.
May be used for slow groups in Junior High Schools.

Harr Wagner Publishing Company

609 Mission Street : San Francisco, California

HOTEL
OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage. Take elevator upstairs.

Single ..... $2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

Now
FREE DRIVE-IN
GARAGE

Better *because it is always* **fresher**

Caswell's
NATIONAL CREST
Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLIII, No. 1 SAN FRANCISCO, JANUARY, 1937 PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

ANNO DOMINI 1937. The Lord be with us forever and ever. Carillons from church tower to church tower. A New York New Year's Eve—eastside, westside, all over the town. Cool, brisk air after rain of mid-afternoon. People, massed, raucous, surging hither and yon, then yon and hither. Lights, horns, people—people, horns, lights. Broadway—1800 policemen—400,000 persons—the tongues of all lands—rags and riches—top hats and ermine wraps—Woolworth basement finery. Blazing theatre fronts—horns—ten thousand horns—a hundred thousand horns, red, green, blue—blowing in a Gabrielic diapason. Hoodlums massed and pushing through the crowd scattering, right and left in mad merriment. Friends of Bacchus in weaving gyrations, few in number compared with the tens of thousands wild with the wine of crowd and excitement. Hotels jammed with celebrants with reservations from $5 to $40 per couple. Champagne from $4 to $20 per bottle—for the hoi polloi hot dogs at 5 cents and jumbo malted milks the same price. Orchids, violets, gardenias, carnations, Kress cloth flower creations. Subway, street car, auto, bus—jammed, toe-trodden, messed. Midnight—the burst of flashlights—whistles from steamboat, tug and ferry, the muted roll of tin horns. Searchlights playing upon sky-high buildings—the Empire State pillar, the Chrysler spire, the massed squares of Rockefeller Center, the sunken Plaza of the Center. Two hundred foot firs blinking with 4000 colored lights. In front of an outdoor ice rink, skaters whirling and gliding in the shivery night. Shouting, kissing, crying, the New Year was on its way.

NEW COURSES in radio technique, radio voice training, radio script writing, radio educational program arrangement, will in all probability be the offerings in the near future of many universities and teacher training institutions, if they follow the suggestion of United States Commissioner of Education John W. Studebaker. Dr. Studebaker recently announced that he has again authorized the educational radio project to cooperate with the Radio Workshop of New York University, which opened its second session January 4. This project is experimenting with five different attacks on the problem of using radio for education. The experiment is being carried out at the Washington Square division of New York University. Dr. Studebaker expects to see the position of radio coach established in many of the nation's schools in the near future.

WILLIAM MCANDREW, former Superintendent of Schools of Chicago, and before that Associate Superintendent of Schools in New York City, who now edits the "Educational Review" section in School and Society, is to be presented the American Education Award for 1937. This award is presented each year to a person of outstanding ability and record as an educator by the Associated Exhibitors of the National Education Association. The presentation will take place at New Orleans at the meeting of the Superintendent's Division, N. E. A., the latter part of February of this year.

E. W. BUTTERFIELD, Education Commissioner for the State of Connecticut, is advocating that vocational agriculture be taught in all city schools, to provide pupils with a "rounded training." Already in the far west, California in particular, there are more students of agriculture in the cities than in the rural areas. Los Angeles city, alone, has almost as many students of agriculture as the rest of the schools of the State combined.

THE NEW YORK EVENING HIGH SCHOOL in its seventieth year is the second oldest night school in the United States. It was founded on October 1, 1866, and is antedated in age only by a night school founded in Cincinnati, Ohio. The school was founded to provide an opportunity for the boys returning from the Civil War to complete their education.

TRULY indicative of the times is the Course on War that is to be given as an "Extracurricular Study" by a group of Dartmouth instructors and others at Hanover, N. H., this fall. The feverishness that is agitating the minds of the peoples of all nations in these days of renewed armament and imminence of licensed slaughter on a larger scale than is now prevalent in Spain has brought this course about. It was suggested by William Alfred Eddy, recently a professor at Dartmouth and now president of Hobart College. The organization of the work is under the direction of Professor Bruce W. Knight of Dartmouth, aided by students and other teachers of the college.

The plan is to give a serious presentation of the various factors that predominate during war time. According to Professor Knight, "The whole thing is roughly divisible into three parts: first, the nature of war along its various 'fronts'—political, propaganda, military, economic and so on; second, the costs of war—economic, cultural, eugenic; third, the means of preserving peace, as related to the leading causes of war."

Sixteen speakers will present the course in 18 evening lectures. Among the speakers is Professor Francois Denoeu, who will discuss the causes of stalemate in the World War; Professor Raymond Guthrie will speak on the past and future of aerial warfare, the part it plays in deciding whether a conflict shall be "mobile" or "static;" propaganda "verbal warfare" is the topic of Professor Arnold Stone. What political autocracy and economic regimentation do to personal liberty during a war will be discussed by Professor Lew Stilwell. The economic costs of war will be presented by Professor Knight, who is in Dartmouth's Department of Economics. His recent book, "How to Run a War," contains chapters on such subjects as "How to Get Into a War" and "How to Lie for Your Country." Professor Herbert F. West will point out the human costs of war and trace the effects of war on the mentality of men and women and will illustrate his points with literary readings from the works of members of fighting forces. The character and treatment of war wounds and epidemics incident to a conflict are to be described by Dr. C. C. Stewart of the Hitchcock Hospital. "Can we stay out of somebody else's war?" is to be the question asked and answered by Professor W. A. Robinson of the Department of Political Science, who will also consider "What happens to international 'law' during a war."

TEN YEARS AGO there were seventy-six nursery schools in the United States. Today there are 2,198, if one includes the 1,913 emergency schools set up by the WPA.

ONE OF THE MOST happy outcomes of the recent inter-American Conference for the Maintenance of Peace at Buenos Aires was the adoption of a convention providing for an annual exchange of students and professors among the twenty-one American Republics.

NEW YORK CITY has always been the center of stage productions in the United States. An intensification of the appreciation of drama has been the result of a WPA project running these past two years during which 50,000 children and adults have been functioning in a dramatization program in schools and community centers. The plan is being carried out with the assistance of 209 drama consultants, 90 percent of whom are former actors.

LEBANON, PA., once noted for its steel production alone, is now as much occupied with the manufacture of textile trades goods as with steel. This has caused a growth in the city and also a change in the character of trade education demanded. One of the most recent results is the scheduling by Superintendent John W. Hedge of the Lebanon schools of a new $1,000,000 high school. This building is being constructed from funds obtained from a $700,000 bond issue and $239,000 secured from the PWA.

The new high school is being built on a nine-acre site in the center of town. It is to be a brick building trimmed with limestone. It will have maple floors and terra cotta walled halls. Provision has been made for a number of shops, including those on sheet metal, electricity, woodworking, mechanical drawing, two textile shops one for boys, the other for girls. Power sewing machines and looms will be provided. There is to be a little theatre and a separate room for the band. The capacity of the plant is for 1400 students. Completion of the structure is set for next November. The furnishings for the school are to be purchased from additional funds. The school population of Lebanon is in the neighborhood of 4700, half of these in the first six years, the other half in the last six.

HERSHEY, PA., is noted or three things: first, it is the home of the Hershey Chocolate Corporation, the largest manufacturers of chocolate products in the world; second, it is the site of the Hershey Industrial School; and third, it boasts the largest consolidated school in the world.

Dr. J. R. Baugher is superintendent of the Hershey Consolidated Schools, a position he has held for the past seven years. Dr. Baugher is one of Pennsylvania's best known educators. Before coming to Hershey he was Professor of Education at Elizabethtown College, Pennsylvania, a Church of the Brethren Denominational College, where he twice refused the presidency of the college. He has his M. A. and doctor's degree from Columbia University. The Hershey Consolidated Schools enroll about 2,000 pupils gathered from the sixteen school districts of the Consolidated District. A fleet of buses provides transportation for the pupils living some distance from school. Very close cooperation is maintained between Dr. Baugher and the various agencies of the Hershey Chocolate Corporation that deal with social welfare in Hershey. These include such institutions as the Community Theatre, the Hershey Employment Bureau and the Community Playgrounds.

THE STORY of the career of Milton S. Hershey, President of the Hershey Chocolate Corporation, and of Hershey, Pa., and of the Hershey Industrial School is like the "stuff that dreams are made of." Thirty-five years ago Hershey, Pa., was a small cross roads village lying on the road north of Harrisburg on the way to New York. Milton S. Hershey was the owner of a small factory making products from chocolate. Came the Hershey chocolate bar.

Thirty-five years later Hershey, Pa., is the site of an immense factory, the largest in the world manufacturing choco-

Progressives and Reactionaries

challenge you in the columns of

THE EDUCATIONAL SCENE

Social, cultural, and educational changes discussed by authorities.

Interesting and informative.

SUBSCRIBE NOW

$2.00 the school year.

Mail your subscription to

THE EDUCATIONAL SCENE

P. O. Box 830

Hollywood, California

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town Shopping District, San Francisco

Chinatown and Famous Restaurants Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS SAN FRANCISCO

REASONABLE RATES

Room Without Bath **$1.50 per day**

Room With Bath **$2.00 and $2.50 per day**

A Hotel of Friendly Personal Service of Continental Flavor

250 ROOMS

Management SAM D. ADKISSON

late products. Hershey products are sold and advertised the world over. The town of Hershey boasts several thousands of people. It has wide paved streets and a broad boulevard through the center of town past the Hershey factory. The town has a Community Theatre, a Community Hotel, a Community Golf Course, a newly erected indoor Ice Rink, one of the best in the United States, seating 8,000 persons. It has a welfare set-up that cares for all of the Hershey employees from the medical, physical and recreational angles. And, not least, it has the Hershey Industrial School for orphaned boys.

The Hershey Industrial School was founded in 1909 by Mr. M. S. Hershey and his wife, Mrs. Catherine S. Hershey, and was endowed as an institution for the maintenance, education and training of poor, normal orphan boys.

From a small beginning of four boys, who were admitted in the fall of 1910, the enrollment of the institution has grown so that in the latter months of 1936, 980 boys were enrolled in the school. The twenty-fifth anniversary of the school in 1934 saw the greatest advancement in the facilities of the school, when with 800 enrolled Mr. Hershey presented a gift of Junior and Senior High School buildings, thirteen in number.

The most distinctive feature of the Industrial School set-up is the fact that it is located upon an 11,000-acre farm and the boys are given the opportunity of working upon the farms after reaching a certain age. The boys are housed in home units. The junior boys live in groups of twenty or thirty, with a house mother for each ten boys. On the farms, where the boys of sixth grade and above live, the average group number is twenty, and there the farmer has disciplinary authority. Each boy has his own bed, with such locker, chest and closet space as is necessary, and these boys—except the very little ones—must care for them and keep them in order. There is no routine of meals. All have good wholesome food in plentiful variety. The school's farms and gardens give an abundance of different foods for the table.

The farms are used for variegated farming. Field crops of hay, wheat, oats, barley, corn and potatoes are grown. There is a truck patch for vegetables, a hot-house department, and twenty-five acres are given over to an agricultural experiment station. Dairying, poultry raising, flower growing, stock raising and all the other phases of general farming are carried out. Each boy upon the farms has certain tasks to perform before and after school just as if he were the son of an eastern farmer. The boys reach school by walking, bus or street car.

Excellent facilities are provided for the physical well-being of the boys. There is a medical division now housed in a new hospital opened in 1933. The dental division keeps close track of all dental work and the orthodontic department attends to the corrections of all malformations. The physical education department sees to it that all of the boys have plenty of activity in set exercise and games.

The educational program is now under the direction of Principal W. Allen Hammond, who came to the school upon the opening of the junior and senior high school divisions in 1934. Mr. Hammond is a graduate of Franklin and Marshall College and, before accepting his present position, was head of the English Department of the Franklin and Marshall Academy.

The elementary and junior high school courses of study generally follow the best procedures of the Pennsylvania State Course of Study with a viewpoint of giving a general education. In the senior high school three courses are given, a general academic course, a commercial course, and a vocational course. The vocational courses in trade education are outstanding. Eleven shops are provided for trade education. All shops operating for the training of trade apprentices are completely furnished with modern full-sized equipment so as to offer the best type of mechanical instruction.

The Hershey Industrial School is the outstanding institution of its type in the country. To the casual visitor the most noticeable feature is the good health of the boys and the general feeling of good will. The fact that all entrants have to be of normal intelligence to enter and the factor of excellent care make the youngsters stand out as being above the average mentally and physically.

Dr. William L. Conner, Director of Research of the Cleveland, Ohio, public schools since 1923, took office as superintendent of schools of Allentown, Pa., the first of this year. Dr. Conner succeeds Superintendent H. W. Dodd, who, after a long and successful career as head of the Allentown schools, passed away this fall. Dr. Conner is a graduate of the Indiana Normal School of the class of 1914 with the degree of A.B. He has his master and doctor degrees from Columbia University. At Cleveland, in charge of the Research Department, Dr. Conner headed the curriculum work of the Cleveland schools, whose excellence has been so widely heralded throughout the United States. Health education, the development of the social studies, the educating of a child to fit suitably into his local environment have been some of the points stressed by Dr. Conner. An Irishman to the core, Dr. Conner has of late been most interested in the lore of Olde Ireland. He has written some stories of Ireland based on legends and historical fact that probably will be published in the near future.

The County Library system of California is known throughout the country as the best organized county library system in the United States. This is due primarily to the fact that a state law in 1913 made it possible to set up and support a county system adequately. The system as developed handles the needs of the general public from county funds and of such school systems that hand over their library monies for administration by the county librarian.

It is interesting to have been able to visit the one library, the Washington County Free Library, of Hagerstown, Maryland, where the first beginnings of the county library system had their strongest root, and where, under Miss Mary Lemist Titcomb, librarian, 1901-1932, and now under the leadership of Miss Nellie C. Chrissinger, have come the various lines of activity that characterize county library work.

The Washington County Free Library claims to be the second oldest county library in the country. The Van Wert County Library of Ohio opened its doors January 1, 1901, while the Washington County institution began circulation in August of the same year.

It was Miss Titcomb who started such things as county branches, book wagons and school service back in the real horse and buggy days. The first book wagon was started in a horse-drawn vehicle in 1904.

A knowledge of the political set-up of Maryland is necessary for an understanding of why the county system was successful first in that state. Maryland, politically, has always been organized upon the county basis. The county commissioners have jurisdiction over all of the towns and villages of the county. Consequently, when a library was established under the guidance of a group of publicly spirited citizens it took on the county character. It is interesting historically to know that as long ago as 1697 Dr. Thomas Bray of London sent out a circular to the gentry and clergy of England containing a proposal for the establishment of lending libraries for Maryland and other foreign plantations in the immediate vicinity of the borrowers.

THE WESTERN JOURNAL OF EDUCATION

Harr Wagner, *Founder* — Morris Wagner, *Editor*

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

THE GUIDING PHILOSOPHY OF THE UNITARY TYPE OF CURRICULUM ORGANIZATION

By HELEN HEFFERNAN
Chief, Division of Elementary Education and Rural Schools, California State Department of Education

Editor's note: This is a part of the address presented before the Placer County Institute in December, under the title "Redirection of the Curriculum." We greatly appreciate Miss Heffernan's permission to use these portions of her paper, which deal with a subject of such universal interest, the unit as a means of reaching the goals of education.

Education is now building a new curriculum, the unit of which is "not a specific lesson of subject matter, as was formerly held, but a person facing an actual situation*." Modern psychology tells us that the individual develops through experiences of a unitary character. Experiences are not limited to any one field but cut across many of the major areas of human knowledge and draw from them materials and methods essential to the solution of the individual's problems. In a curriculum organized on this basis, the relationships within and between the fields of human experience are more important than the discrete materials in any one and contribute dynamically to the realization of the individual and social goals of education.

The new curriculum and personality

The unitary organization of the curriculum has inherent value in helping to achieve one of the major purposes of education, namely, the integration of personality. The attitudes and responses which an individual develops as a result of his educative experiences must be related to his interests and activities, if satisfactory adjustments are to be made. The modern curriculum unit begins with some major social function or basic human need and by helping the individual to understand his social relationships prevents the disintegrating influence of unresolved conflicts in his behavior patterns. In the old type curriculum, the individual was left to discover the relationship of his learnings to his life situation. The unitary organization demands that the total life situation of the individual form the pivotal center to which all learning must bear meaningful relationship.

The new curriculum and social goals

Similarly, the unitary organization contributes to the achievement of the social goals of education. In a democratic society, those customs, beliefs and institutions are of value which make significant contribution to the welfare of the common man. Democracy is not static. As social conditions change, as new scientific knowledge accumulates, our beliefs and our institutions must be constantly studied and evaluated in the interest of determining their contribution to human welfare. Willingness to change, to modify, to reconstruct in accordance with the evidence of new data is a concept inherent in the democratic ideal. It is integral to the maintenance of the democratic way of life.

Invention has decreased the necessity for long hours of human labor. What shall society do to meet the problems arising out of these new circumstances? New demands related to unemployment, new needs for educational and recreational services, problems related to the standard of living confront the modern world. What modifications must society make in its traditional point of view on the old puritanical virtues of thrift and industry?

No single body of subject matter will serve to provide the answers to these problems although many different fields may contribute significant data to aid in their understanding. In the unitary type of curriculum organization the learning centers around some such problem of social significance and all areas of human experience are tapped in an effort to understand it.

The guiding philosophy

Since the beginning of the century, there has been gradually growing in the school practices based upon four fundamental theories:

1. Interest is essential to efficient learning.
2. Activity is a necessary expression of childhood.
3. An atmosphere of freedom is essential to self-expression.
4. All necessary skills and learnings may be acquired in connection with large units of work.

Interest

Experience has dictated certain interpretations of these basic principles. Interest is the motivating drive behind real learning, but it is not necessary for education to wait until these interests emanate from the children. There is no violation of the child's personality if the teacher plans in advance and sets the stage to lead the child into an interest appropriate to his level of maturity which the teacher believes will result in the child's growth. Many leads will come from the children, of course, but the social and educative experiences of children are too important to be left to chance. A somewhat flexible organization of desirable experiences at different levels of maturity should be provided to guide the activities of the teacher.

Activity

Activity is a necessary expression of childhood, but mental activity as well as physical activity has reality in the child's experience. In an effort to free children from the restraints of the formal classroom with its screwed-down desks and funereal quiet, exponents of the new philosophy of the child-centered school entered enthusiastically into the "hammering and sawing" activities of the new program. These physical activities are valuable to the extent to which they contribute definitely to the social understandings of children. The modern school must evaluate the results of the "making and doing" in terms of child development and plan definitely for an accompaniment of mental activity.

Freedom

An atmosphere of freedom is essential in order that the child may express himself honestly as an independent human being. But liberty in a social world is not license. True liberty is only achieved as the individual grows in self-control and self-direction, and as he understands and sympathizes with the needs of his social group. The schools in a democratic society must lead children to the social concept that true liberty demands that individuals frequently must forego their own pleasure, profit and privilege for the welfare of the social group.

Skills and learnings

Experience has probably resulted in more modification in the principle related to the acquisition of all skills and learnings as a concomitant of the unit of work than any other of the fundamental theories. Many progressive schools are reaching the conclusion that the unit of work will not provide sufficient opportunity for practice to insure the mastery of certain basic skills of learning. Reading will normally grow out of a unit of work, but properly planned drill in excess of the actual needs in the unit will be essential for many children to assure mastery. This practice is probably inescapable. Conservative education is justified in its criticism of the progressive school if pupils fail to make progress in the skills of learning commensurate with their maturity.

Personality development

Modern education is not primarily concerned with "How much did this child *learn* today?" as it is concerned with "What kind of a human being is this child becoming? Is his physical development satisfactory? Has he a sense of security and success in his school experiences? Are his appreciations being constantly broadened? Is he bringing more and more penetrating insight to the solution of his problems? Are his sympathies with other people being constantly deepened? Is he learning to work cooperatively with his fellows? Is he making satisfactory adjustments to his situation?" In short, the modern school is looking at the whole child.

What is a "Unit of Work"?

What is meant by "a unit of work"? Our nomenclature in this regard needs classification. The terms "units of work," "activities" and "projects" are widely used. The term used is not so significant as the concept implied. Its use here involves the concept of a unit as an experience which challenges interest, stimulates curiosity, requires problem solving, provides opportunity for creative expression, cuts across several fields of human knowledge such as history, geography, science, literature, music, and art and provides extensive opportunity for the use of the major skills of learning such as reading, spelling, writing and number relations.

In a recent publication the California State Department of Education defined a unit as

> . . . . all of the activities and experiences of whatever nature that are involved in the cooperative investigation of some important aspect of social life . . . . **

A unit of work is an area of experience, not a division of traditional subject matter. Much subject matter is drawn in to the unit, but equally important are the experiences through which the group lives in purposing, planning, executing and evaluating the various activities developed in relation to the content. The selection of problems for study, the collection and evaluation of pertinent information related to these prob-

A BOOKKEEPING TEXT

With a New Idea

Intensive Bookkeeping and Accounting

—

By Edwin H. Fearon
Peabody High School,
Pittsburgh, Pa.

—

A simple presentation of bookkeeping for a one-year high school course.

Goes direct to the matter in hand and avoids technical digressions. The time usually spent on repetitive drills is greatly reduced.

Voluminous practice sets are not used—just ordinary journal and ledger paper that can be bought at any stationery store. This material is also available in bound form at reasonable prices.

INTENSIVE BOOKKEEPING AND ACCOUNTING is authoritative and represents a definite saving in time and money.

Correspondence invited.

●

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

lems, the expression of the understandings, insights and appreciations gained through artistic, constructive and dramatic activities are of equal significance to the content which is experienced.

Size and length of units

The activities and learning experiences centered around a unit of work may engage a group of children through an entire semester, a year or even longer if the unit represents a sufficiently comprehensive problem such as *community life, transportation,* or *the history of records.* It may involve the attention of the group for a shorter period if it involves a smaller problem of life and living such as *desert life* or *the postoffice.* Neither size nor time is an important characteristic of the unit. It is unsafe to be dogmatic on the question of how many units shall constitute the work of a year. The determining factor is the extent to which the interests of the children are maintained and the developmental experiences which are being gained by the particular group.

Diagnosis of pupils

In this relation, a word should be said concerning the value of as complete an educational diagnosis of each individual child as the facilities of the school can provide. The value of knowing everything possible about the child, his background, his previous experiences, his out-of-school interests, his personal and social problems cannot be overestimated in planning the program to which he will be exposed by the school.

In a school where adequate emphasis is placed upon educational diagnosis and guidance, an inflexible curriculum will be unthinkable. As the teacher comes to know the needs of her particular group necessary adjustments in the learning experiences must be made. About all that the curriculum of the future can do to aid the teacher will be to define broad areas within which she may make selection of appropriate materials suited to the needs of her particular group.

Selection and evaluation of units

Criteria for the selection and evaluation of units of work have been suggested by many authorities.*** A brief restatement of the more important of these criteria is appropriate here:

1. The unit should be closely related to the child's life.
2. The unit should involve aspects of life of fundamental contemporary significance and should lead to a broadened social outlook and an increased social insight in the major fields of human achievement.
3. The unit should be within the range of the learner's level of development to insure success.
4. The unit should provide opportunity for actual first-hand experiences and rich vicarious experiences.
5. The unit should provide opportunity for many kinds of individual endeavor and group activity, such as drawing, dramatization, painting, constructing, modeling, creative music, etc.
6. The unit should stimulate critical thinking as evidenced by recognition of problems, by their more thoughtful consideration, and by growth in the ability to purpose, plan, execute and evaluate on ever higher levels.
7. The unit should provide for the sharing of worthwhile enterprises in a democratic school environment.

While these criteria are neither mutually exclusive nor perhaps even comprehensive they should prove useful both in the selection and evaluation of selected areas of experience.

Placement of Units in the Curriculum

Pending the findings of educational research, the placement of major learnings in the curriculum must be largely on an empirical basis. The tabulation of units of work successfully carried on is a dangerous method by which to arrive at conclusions. To quote A. C. Krey†:

> "Complete anasthesia of thought may be achieved by the device of casting all available curricula into a hopper in which each item acquires a numerical designation from its frequency of occurrence. These items may be then strung together into a curriculum. Too frequently have curriculum makers . . . indulged in this practice, happy in the enjoyment of dreams of objective achievement."

While the experience of teachers in carrying on curriculum units with children has value, educators must ultimately come to depend largely upon other considerations. The following four considerations are suggested to guide in the placement of major learnings:

1. Analysis of children's interests and abilities at various levels of development.
2. The selection which will provide for the progressive development of desirable social concepts.
3. The possibilities in the environment for suitable first-hand experiences.
4. The availability of material adapted to the reading ability of the children for whom the unit is proposed.

---

* William H. Kilpatrick. *Remaking the Curriculum.* New York; Newson & Company, 1936. p.p. 47-48.

** *Teachers' Guide to Child Development for the Intermediate Grades.* Compiled by the State Curriculum Commission, Sacramento, Calif.; State Department of Education, 1936, p. 76.

*** *Teachers' Guide to Child Development in the Intermediate Grades. Ibid,* p.p. 77-79.

James S. Tippett and others. *Curriculum Making in the Elementary School.* Boston: Ginn and Company, 1927, p.p. 29-41.

† A. C. Krey. "How Do We Learn About Society?" *Social Studies,* 25:217-21 (May, 1934).

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(Formerly California School of Arts & Crafts)

FALL TERM NOW IN SESSION

PROFESSIONAL training for congenial life work in advertising art, illustration, costume design, interior decoration, the fine arts, and teaching art in the schools (state accredited course). The Bachelor's degree is granted in Fine Arts, Applied Arts, and Art Education.

SPECIAL after-school art class for teachers. Also special evening classes in the arts and crafts. Saturday morning art classes for children and adults.

Write F. H. Meyer, President, for Catalog.

Broadway at College Avenue
Oakland, California

PRACTICAL PROBLEMS INVOLVED IN DEVELOPING TEACHING UNITS IN THE ORDINARY CLASSROOM

By LEO B. BAISDEN
Assistant Superintendent, Sacramento City Schools

Editor's note: Under the above title Mr. Baisden led in a conference of the Placer County Institute in December. This discussion roused great interest, and admirably supplemented Miss Heffernan's address, which we are presenting in part in this issue. We requested Mr. Baisden to give us a digest of the discussion, and feel privileged to offer to the readers of the Journal these two timely papers on a topic of immediate interest.

1. What is a unit of work? The efforts of teachers to develop and utilize teaching units might be aided by helping them to define more clearly what constitutes a unit of work and clarifying the relationship which exists between units of work and classroom activities. A suitable definition might be that a *unit of work* is the organization of a teaching and learning experience extending over several weeks of time and embracing a large area of understanding. *Classroom activities*, on the other hand, are the specific things undertaken by the class in working out a unit.

Illustration: Unit—"How Our Spanish Culture Came to California." Typical activities: Organization of books, magazines, newspapers, library materials and visual materials related to the topic. Reading and library activities securing materials for the unit. Creative language involved in oral and written reports in working out the unit. Constructive activities related to the unit. Classroom dramatization of various phases of early California life related to the Spanish culture. For example: Coming of the padres; making of adobe bricks; "Sutter of California;" gold days; the bringing of olives, etc. Drawing of pictures or friezes of typical scenes related to the Spanish culture. For example: California missions; mission type homes; typical historic shrines, etc. Collections of exhibits related to the Spanish culture. Excursions related to the topic.

Illustration: Unit on housing. Many of the activities undertaken would parallel the activities given above under Spanish culture. Some of the particular phases about which activities might develop: Housing from primitive days to now. What constitutes a desirable home? The artistic decoration of the home. Types of homes represented in our community. Examples: Spanish, Colonial, English, etc. How science and invention have aided in the development of desirable homes. Housing as related to business and industry. For example: factories, refrigeration plants, public buildings, etc. Housing as related to farm life. Examples: modern silos, barns, granaries, warehouses, dairy barns, the modern farm home, etc.

2. What are suitable subjects to serve as a basis for a unit of work in social studies? Teachers may develop satisfactory units of work from different basic approaches. A *unit of work* may embrace the study of a geographic area, such as California or Japan; or a historic period, such as Colonial life, or the westward movement; or a social function, such as housing or transportation.

3. How do units of work originate? Four sources for the organization of teaching units frequently mentioned: Capitalize the experience and spontaneous interests of children. Set the stage for desirable units through community excursions, classroom discussions of events, etc. Capitalize on some timely event in the community or otherwise; for example, the bay bridge, Utilize the teacher's special interests or capacities as a determining factor in the organization of units of work.

4. What practical problems does the teacher face in trying to organize large units for teaching? Lack of training and experience for this type of teaching. Frequently very inadequate classroom equipment and supplies. Inadequate sources of books, magazines and other library materals. Sometimes unsympathetic attitude on the part of a reactionary community. With large classes, lack of time to carry on the necessary organization of work and materials. Comment: The resourceful teacher, however, is able to overcome in a large degree most of these handicaps, as is evidenced by the hundreds of teachers carrying on effective units in situations where most of these difficulties exist.

5. Utilization of children's interests as a basis for developing units of work. The utilization of spontaneous child interest as the basis for developing teaching units is subject to many educational pitfalls. Child interest is a potential thing rather than a developed reality. Children's interests are manifold, many of them are fleeting, temporary, trivial and educationally inconsequential. There appears to be little educational difference between an activity which is foisted on a classroom because of the interest of two or three dominant children and an activity suggested by the teacher. The business of education is both to capitalize the interest potentialities of children and to assume the responsibility for interesting children in significant things.

It is pertinent to remark that probably ninety per cent of the teaching units one sees in actual progress are actually either definitely suggested or inspired by the teacher. The epidemic of units on Mexican life and ships one encounters on the educational scene just now could scarcely be explained on the basis that the children had suddenly broken out with these particular rashes. They are undoubtedly the result of stimulated interest, imitation and suggestion.

It may be a sound point of view to urge that the type of units of work a teacher may develop are of necessity dictated by the scope and sequence of the curriculum, whereas the activities to be utilized in developing the units may be derived in a large degree from the suggestions and interests of the children themselves.

6. What are some of the characteristics of a good unit? Based on possibility of actual child experience. (N.B., difficulty of providing real experienecs in the classroom.) Should involve significant learning situations; that is, should be worth working at. Should involve varied experiences for the utilization of interests and abilities of many children. Should be capable of satisfactory completion within limits of size of class, materials at hand and time available. Should extend over a considerable period of time in order to develop additional interests and enable the children to work out various lines of interest.

7. What are some of the major values a teacher should consider in the evaluation of the results of a unit of work? It is suggested that evaluation be in terms of outgrowths in child experience and the significant use of knowledge. Note such values as: social experience; personal poise, through dramatization, etc.; creative language experience, both oral and written; ability to use books and reference materials effectively; acquisitive reading; utilization of artistic capacities; experience with construction materials, etc.; utilization in meaningful relationships of tool subjects—arithmetic, spelling, writing, etc.

THE TERRACE

San Francisco's
Delightful New Tea Room

Luncheon **35c-75c**
Dinner **50c-75c**

Open 11-2:30—4:30-7:30
Sunday Dinner, 4 to 7:30

334 SUTTER ST. (Third Floor)
DOuglas 9413

MURALS AT GEORGE WASHINGTON HIGH SCHOOL

At the time when our schools are thinking of the anniversary of George Washington's birth, it is interesting to note that one of the very successful frescoes of modern western art has as its subject the life of Washington, and that the walls which carry this great series of paintings are in a public school.

The new George Washington High School in San Francisco was dedicated at the opening of the present school year. It is distinguished as one of the largest and most beautiful high schools in the country. Its ample surrounding spaces, its eminent site and its outlook over the bay and the Golden Gate give it every natural advantage, and the architects have made the most of the opportunities offered by the surroundings and by the technics of modern construction. It is a thoroughly up-to-date teaching plant, beautifully planned and carried out successfully.

The murals decorate the walls of the main stairway and entrance hall. They are part of that movement to revive the splendid ancient art of fresco which owes its impetus in great measure to Diego Rivera. Victor Arnautoff, the artist who painted the George Washington murals, is a pupil of Rivera, and during the time that the Mexican artist was in San Francisco, Arnautoff worked with him in the execution of the murals which are the pride of the San Francisco Stock Exchange and the San Francisco College of Fine Arts.

The George Washington murals are in the best tradition of fresco. Both as good painting and good historical interpretation they are an admirable contribution to the young generations to whose school life they form a noble background.

A SIXTH GRADE UNIT OF WORK ON HOUSING

By RAY B. DEAN
Principal, David Lubin School, Sacramento

Editor's note: At the request of Mr. Baisden, Mr. Dean prepared this report to illustrate the discussion of unit problems. With this paper we round out a valuable presentation of the philosophy and the practical problems of the unit form of teaching, and a first hand picture of this type of teaching in action.

During the spring of 1936 the Sacramento City Schools developed and adopted a new social studies course for the elementary grades. The sequence of the course calls for a study of the United States in the sixth grade, but the scope is such that the United States is studied in a far different manner than in the traditional historic and geographic approach. A listing of the titles of the twelve units that make up the work for the sixth grade will serve to portray briefly the type of approach used in the new Sacramento Social Studies Course.

Unit I—Map review of the United States.

Unit II—Basic needs of mankind.

Unit III—Resources and equipment that our country possesses to supply her people's needs.

Unit IV—Facilities for transportation and communication in the United States.

Unit V—Resources we need to secure from others.

Unit VI—How we use our country's resources and equipment to satisfy our basic needs.

Unit VII—How we use our resources to supply our people's clothing needs.

Unit VIII—How we use our resources and equipment to supply our people's housing needs.

Unit IX—How we use our country's resources and equipment to fulfill our people's needs for satisfying employment.

Unit X—How we use our country's resources and equipment to supply our people's needs for recreation.

Unit XI—American literature and art.

Unit XII—American music.

The course offers many suggestions concerning the manner in which each unit may be developed, but the teacher is left free to work out with her class the activities that seem most interesting and most worthwhile. The order in which the units are taken up may also be changed if it seems desirable.

A Student Teacher Project

The unit selected for description in this article is Unit VIII. This unit was selected in preference to others because it was developed by a student teacher, Miss Virginia Darringer of Chico State College. Miss Darringer observed and helped the sponsor teacher, Mrs. Elinor Bauman, with a previous unit on clothing and then undertook to develop this unit on housing without assistance.

Aims of the Unit

General aims:

(1) Improvement in ability to obtain information relative to the solution of a problem, independently, and from various sources.

(2) Improvement in ability to interpret information and to weigh evidence.

(3) Improvement in ability to create in both concrete and abstract form.

(4) Increased development of desirable interests.

(5) Increased development of desirable personal and social attitudes resulting in proper life adjustments.

Specific aims:

(1) An understanding and appreciation of the evolution of housing from primitive to modern times.

(2) A knowledge of the types of housing in the United States today.

(3) A knowledge of the location of the areas producing raw materials for housing.

(4) A knowledge of the location of the housing manufacturing centers.

(5) A knowledge of how raw materials are prepared for consumption in house construction.

(6) A knowledge of the economic factors in housing.

(7) A knowlege of the artistic qualities of modern American housing and equipment.

Following Pupil Interest

Since the course does not require that a unit begin at any given point the interests of the class were solicited to determine how the housing unit should be launched. The pupils were asked the kind of houses they would like to know more about. The answers included the following: old fortresses, pyramids, lake dwellings, pueblos, missions, tepees, Arab tents, Gypsy tents, French houses, log cabins, Eskimo houses, Chinese and Japanese houses, Chinese junks and Siamese houses. The pupils were no doubt influenced in their selections by the extensive library reading prevalent in Sacramento schools and also by the romantic appeal of the types of dwellings which they chose. Regardless of cause, it was apparent from this response that the immediate interests of the class lay in ancient and foreign houses rather than in modern American houses. It was decided, therefore, to divide the unit into two parts, taking up a study of primitive and foreign homes in the first part and a study of modern American homes in the second part. The study of modern American homes came about as a natural outgrowth of the first part of the unit.

The types of houses suggested for study by the pupils were grouped under the following main headings: (1) lake dwellers, (2) early Egyptian homes, (3) old fortresses and castles, (4) houses of the Orient, and (5) primitive houses in use today. Each pupil chose the topic he wished to work on, after which those in each of the groups met as committees and chose chairmen. The thirty-four pupils of the class divided up so that there were four in group one, six in group two, six in group three, eight in group four and ten in group five. Each committee made plans for developing its part of the unit. The plans consisted of subdividing the work for reading, class reports, displays, art illustrations, models, etc. The teacher sat in with each of the various committees as she found time and helped by offering suggestions, but the main responsibility for developing the activities rested with the committees.

Space does not permit a detailed description of all the various activities that grew out of this part of the unit, but, in general, the time was consumed in wide reading, writing of reports, preparing reports for oral presentation to the class, collecting display material, creating art work, developing models and drawing floor plans. The final reports were exceedingly interesting and served as a summarizing activity for the first part of the unit.

American Homes

The second part of the unit was developed in much the same manner as the first. It was culminated by class reports, displays of floor plans, drawings, models, samples of building materials, etc. The following list of the topics studied and the bibliography at the end of this article will serve to convey, briefly, the scope of this section of the unit.

Topic I—American type homes: architecture, floor plans, costs. (a) Spanish colonial, (b) French colonial, (c) Swedish colonial, (d) German colonial, (e) English colonial, (f) Dutch colonial, (g) modernistic, (h) automobile house trailer.

Topic II—Where and how materials used for home building are obtained. (a) lumber, (b) bricks and tile, (c) concrete, (d) stone, (e) stucco, (f) glass, (g) steel, (h) paint, (i) miscellaneous materials.

Topic III—American type buildings. (a) the United States capitol, (b) the Woolworth building, (c) the Empire State building, (d) Radio City

Utilization of Subject Skills

No attempt was made to distort the unit in order to bring in certain prescribed facts and skills from separate subject matter fields. Whenever such facts and skills were needed they were brought in naturally. Pupils found need for art, arthmetic, oral and written language, penmanship, science and spelling in order to carry on their activities effectively, but neither in the mind of the teacher nor in the minds of the pupils were these subject matter materials looked upon as ends in themselves.

Evaluation

The outcomes of a unit of work of this type cannot be validly measured by factual examinations or standard tests since the major aims set up for the unit were much broader and more comprehensive than mere subject matter achievement. The only valid way of measuring the success of the unit is to check the outcomes against the aims.

A checkup shows that all of the major aims of the unit were achieved to a considerable extent. Briefly, pupils showed improvement in ability to obtain information relative to the solution of their problems, independently, and from various sources. For instance, facility was gained in the use of tables of content, indices, bibliographies, card catalogues, reference sets and the dictionary. Other achieved outcomes which cannot be treated fully here were improvement in ability to interpret information, weigh evidence, make intelligent choice of materials, and create in both concrete and abstract form. The increased development of desirable interests and personal and social attitudes was obvious to those who observed the unit.

The final reports of the pupils were so full of interesting factual information that there could be no doubt concerning the achievement of the specific aims. Furthermore, the information had been acquired in a vital and interesting way so that the probability of its retention was much greater than if it had been acquired in a hum-drum, page by page assignment manner.

For bibliography to this unit, see page 12

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

Coit Coolidge, the writer of this article, is a graduate of the School of Library Service, Columbia University, and is at present a member of the staff of the Oakland Free Library. His subject is timely because during January, 1937, there is being held a nationwide observance of the fiftieth anniversary of the establishment of the first library school in this country.

Ethel M. Fair, New Jersey College for Women, is national chairman of the Fiftieth Anniversary Committee. Edith M. Coulter, Associate Professor of Librarianship, University of California, School of Librarianship, is the Pacific Coast representative on the committee.

Fifty Years of Library School Training

By COIT COOLIDGE

The rapid development of the country and the widespread growth of public education in the United States in the latter part of the nineteenth century brought with it a strong demand for libraries. An ingenious New Englander, named Melvil Dewey, devised a decimal classification for books in 1873. This has now come into almost universal use; then it was a novelty. Designed to organize the entire body of human knowledge as expressed in books into an orderly classified scheme that can be used by any intelligent librarian, it is still so simple that its principles and main features can be taught in a year's course in a library school. While almost cosmic in scope, its strength and essential simplicity have since been proved in a thousand libraries. During this same period another scholar, Charles Ami Cutter, was working on a different and still better classification which has subsequently influenced the great Library of Congress plan for the systematic organization of books; new rules were drawn up for the practice of bibliography; scientifically accurate card catalogues were introduced; exhaustive tables of subjects were prepared for use in these catalogues; an association of librarians was formed to facilitate the exchange of technical data (today it has over 12,000 members); hundreds of new methods were worked out for the more efficient handling of books; and everywhere there was a most intense enthusiasm and activity.

The Need for Training

Librarianship became, almost over night, a science with many ramifications. New libraries were organized faster than qualified persons could be found to take charge of them. In this situation the leaders of the profession were quick to see that it would be vastly more effective to give librarians some systematic school instruction in the new technical methods than it would be to advise them all individually. In fact, one prominent member of the profession complained that he was besieged with people asking advice who were, for the most part, so inexperienced that they failed to understand technical explanations when offered. Thus it came about that, prompted by Melvil Dewey and the American Library Association, the Board of Regents of Columbia College unanimously passed a resolution for the organization of the Columbia College School of Library Economy. Several years later it was removed to the State Library at Albany, New York. This was the first school for the formal training of librarians in the United States, and its fiftieth anniversary is being celebrated this month.

The First Training in California

Once adopted, the idea of library training spread rapidly to all parts of the country. In 1891, four years after the Columbia school opened, Tessa Kelso organized an apprentice class at the Los Angeles Public Library. Los Angeles was then a town of 50,000 inhabitants and the library of twenty thousand volumes was only nineteen years old. In response to an announcement that a class in library methods would be offered, twenty-four applications were received. The six best qualified candidates were selected for training, and, at the end of six months, an examination was given which eliminated three. The remaining three were appointed to positions in the library, and, from then on, admission to the staff was only through this class. Thus, the library guaranteed that new employees would be grounded in at least the rudiments of library economy before taking up their active duties.

The Later Los Angeles School

With the growth of Los Angeles, the class evolved into a library school in the true sense of the term, which later became one of the outstanding library training agencies in the state. While its main purpose was always to provide material for the personnel of the Los Angeles Public Library, it had, in 1932, so enlarged its functions that it was, in fact, training librarians for many other institutions as well. During the administration of Everett R. Perry as librarian this transformation from a simple apprentice class to a school was largely accomplished by Mrs. Theodore R. Brewitt, the present librarian of Long Beach, Calif., who took charge of the class in 1913. Under Marion Horton, who succeeded her five years later, the school was still further developed. The list of faculty members and outside lecturers is too long to reproduce in full, but outstanding among the names of those who have at some time taught there are Althea H. Warren, the librarian of Los Angeles, Helen E. Haines, teacher of book selection and author of a standard text on that subject, and Joseph L. Wheeler, now librarian of Baltimore. The reputation of the school was such that it was with great regret that the librarians of California watched it close its doors in 1932 as a result of budget cuts caused by the depression.

The First University Course in California

Chronologically, the first library instruction in California in a college or university and, as such, the first to be directly comparable with the school organized by Melvil Dewey in 1887, was the summer session course at the University of California in 1902, fifteen years after the first class at Columbia. The director was Mary Floyd Williams, herself a graduate of the New York State Library School at Albany, where

1867 - 1937

To produce informed, thinking citizens

RUGG KRUEGER Social Science Course

FOR ELEMENTARY SCHOOLS

A challenging, modern course that weaves contributions from the fields of geography, history, science, civics, and economics into one swiftly moving narrative.

I. First Book of the Earth, $0.80; II. Nature Peoples, $0.88; III. Communities of Men, $0.92; IV. Peoples and Countries, $1.08; V. The Building of America, $1.08; VI. Man at Work: His Industries, $1.12. Prices are subject to discount. Two more books and Teacher's Guides are in preparation. Pupil's Workbooks are available.

GINN AND COMPANY

45 Second Street, San Francisco, California

70 years of textbook making

she had had personal contact with Mr. Dewey's ideas. This course was designed to train members of the profession already in library work and was planned to follow as closely as possible the summer work given at Albany. Nineteen librarians enrolled as candidates for a certificate and five auditors made a class of twenty-four which held regular sessions in an art gallery in the University Library which had been temporarily equipped with desks. On the faculty were Joseph C. Rowell, librarian of the University of California, who taught reference and bibliography; Charles S. Greene, for thirty years librarian of Oakland, who gave lectures in library legislation; J. D. Layman, who taught bookbinding, and of course the director and assistant director who were recently from Albany.

In the light of Melvil Dewey's idea that the best universities should train people to direct libraries it is interesting to notice that many of the graduates of this pioneer offshoot of his Columbia enterprise are still active in California library affairs. To name only three of the first class, Susan T. Smith is now librarian of Berkeley, Anne Hadden of Palo Alto and Mary Barmby of Alameda County.

The Riverside Library School

Later a third training agency was established in the State, this one being at Riverside in 1913, when the Public Library there organized a summer school for librarians under Joseph F. Daniels, head of the library. This was followed by a winter course ending in February, 1914. Charles F. Woods succeeded Mr. Daniels as librarian and head of the school. Since its foundation the school has trained over one thousand students, drawn from forty-one states and four foreign countries. It admits pupils who have completed two years of college work and trains them for the management of small libraries or for subordinate positions in larger ones. The emphasis, from the beginning, has always been on direct, practical training, and many of its graduates go into the smaller public libraries of Southern California. For these, the Riverside school has, for years, trained staff members in elementary technical methods and public library practice.

School at the State Library

By 1910, it became increasingly evident that the training then available for librarians; namely, an apprentice class at the public library at Los Angeles, or a summer course at the University of California was not adequate to meet the demands of the state, where new libraries were rapidly being organized. James L. Gillis, State Librarian, foreseeing this situation several years in advance, first undertook to persuade the State University to establish a permanent training school that would offer more comprehensive and thorough instruction than any then available. When it became evident that this institution was not yet ready to go into such a venture, Mr. Gillis established a school at the State Library in Sacramento. The first class graduated in 1914.

There were one or two unique features connected with this enterprise. One was that admission was by examinations conducted by the State Civil Service Board. Thus, students were technically under civil service. Emphasis was placed on training for service in county libraries. Instruction was of a high order and graduates of the school were very successful. The students were filled with enthusiasm because the faculty was itself enthusiastic. Of the seventy-four who graduated during the seven years the school functioned, thirty-four are still in library work. Many have prominent positions; one is secretary-treasurer of the California Library Association, one is state librarian of New Hampshire, several are school librarians and three are heads of county libraries. The school closed in 1920 after the University of California had definitely entered the field.

Gradnate Library School

The University of California was the first in the West to train librarians when it opened its summer session course in 1902. It did not, however, offer anything more than summer work until 1918, when major courses were given in the College of Letters and Science. Sydney B. Mitchell, Associate Librarian, had assumed charge of the University Library during the war. Although facing a situation of great difficulty in which more than a third of the staff had left during the year, he still had the tact and energy to galvanize into action at this time plans of long standing for the establishment of a permanent library school. The upset in personnel of libraries in the state created by war-time activities caused a serious situation, in which there were not nearly enough trained librarians left to go around; but it also afforded a brilliant opportunity of which Mr. Mitchell took full advantage. From the start made in 1918 there evolved first a Department of Library Science and then, in 1926, a graduate School of Librarianship. From the beginning of the latter, enrollment has been limited to fifty students, selected competitively from college graduates who have demonstrated ability to do library work and of better than average scholarship. Courses are offered for two years; the first leads to a certificate and the second to a master's degree. The school has the distinction of being the only one in California accredited by the American Library Association. Sydney B. Mitchell has been director since the beginning in 1918. By 1936 it had six hundred and twenty-five graduates; of these, about five hundred are active librarians today. They hold positions in all types of libraries; nine have become instructors in other library schools. Thus, the School of Librarianship at the University of California has achieved prominence as one of the outstanding graduate library schools in the country.

San Jose State College

Almost the last to enter the professional family was the Department of Librarianship established at the State Teachers' College at San Jose, which has been offering a major course leading to an A.B. degree since 1925. As the school is primarily a teacher training agency, the main function of the department is the training of school librarians for positions, principally in elementary and junior high schools.

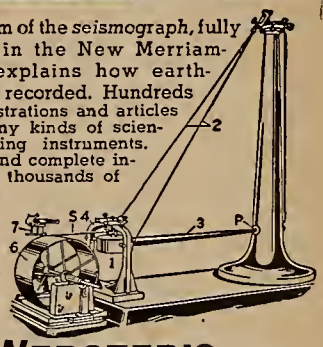
University of Southern California

The story is completed with the account of the graduate library school opened this year at the University of Southern California. For the current academic year, nineteen upper division and graduate courses are announced, covering the main fields of library work. The new School of Library Service has taken over the academic records of the school formerly operated by the Public Library at Los Angeles.

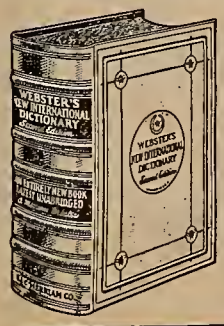
Conclusion

Thus, on the fiftieth anniversary of the founding of the first school for librarians, there are now operating effectively in California a training school attached to the Public Library at Riverside, a Department of Librarianship at the State College at San Jose, a School of Library Service at the University of Southern California and the veteran School of Librarianship at the University of California at Berkeley. The function of these is identical with that of the original class; namely, to offer technical training to those who are interested in the fine art of selecting books wisely and organizing them systematically according to the latest scientific methods. They wish to help those who are interested in the construction of catalogues, bibliographies and other tools to assist people in locating the knowledge that is in books. Particularly they wish to develop library services of a high order. Part of the product of this educational venture can be seen in the library system of California comprising a State library with over half a million volumes, three large university libraries, many college and junior college libraries, a number of large municipal libraries, forty-seven county libraries, besides business libraries, school libraries and many small public libraries all designed to make books readily available to the people. In general, these operate effectively only when there are highly educated, technically trained persons to take charge of them; therefore, library schools have become a necessity.

THIS diagram of the *seismograph*, fully described in the New Merriam-Webster, explains how earthquakes are recorded. Hundreds of other illustrations and articles describe many kinds of scientific measuring instruments. You will find complete information or thousands of subjects in the New Merriam-Webster. 600,000 entries—122,000 more than in any other dictionary.



WEBSTER'S NEW INTERNATIONAL DICTIONARY Second Edition



3,350 pages • 12,000 terms illustrated • Over 13,000 biographical entries • 35,000 geographical entries • Thousands of encyclopedic articles • Synonyms and antonyms. Write for free, illustrated pamphlet containing specimen pages, color plates, and full information.

G. & C. MERRIAM CO.
Springfield Mass.

NEW PLACER COUNTY LIBRARIAN

Mrs. Faye Kneeshaw Russell has been appointed librarian of the new Placer County Free Library. Mrs. Russell has been county librarian in Glenn County with headquarters in Willows since 1923. She developed a very fine type of library service, particularly in the school field, where she cooperated most successfully with the Board of Education and the schools in general.

Mrs. Russell had her library training at the Riverside Library School in 1914 and

Mrs. Faye Kneeshaw Russell

1915, under Mr. J. Daniels. She also took additional courses both summer and winter. Her first position was in the San Diego County Library when Miss Jennie Herrmann was librarian. She went directly from San Diego to Glenn County. She took office in Placer County the first of January and the first six months will be spent in organization. The library is located at Auburn.

Placer is a beautiful county to work in and the organization of a new library will be a very interesting undertaking, much welcomed throughout the community.

STATE DEPARTMENT OF EDUCATION CALLS IMPORTANT CONFERENCE

Superintendent Kersey has sent out to school administrators the announcement of a "Conference on the Direction and Improvement of Education," to be held at the Hotel St. Francis, San Francisco, on February 1-5, 1937. Three days will be devoted to discussion and demonstration meetings and two will be reserved for visiting schools of the bay region. The conference will analyse problems on all levels of the school system, from kindergarten through college.

Laymen are being especially invited to attend the conference. Governing boards of school districts will find the conference a source of valuable information relative to educational problems and trends.

The School Code empowers trustees and boards of education to pay the traveling expenses of members of their staffs to such a conference, and in districts of 30 or more teachers, the expenses of any representative of the board.

BOOK REVIEWS

SOCIAL STUDIES, INTERMEDIATE GRADES, BOOK I. By Herbert B. Bruner and C. Mabel Smith. Charles E. Merrill Company. $.96.

This is the first of a series of books, developed on the unit basis, planned to present the problems of man in his natural and social environment. This first book consists of four units: agriculture, fire, commerce by sea, writing. Written simply and interestingly. Adequately illustrated, for the most part by drawings. Suggested activities and experiments.

CURRICULUM GUIDES, FOR TEACHERS OF CHILDREN FROM TWO TO SIX YEARS OF AGE. By Ruth Andrus and Associates. Reynal and Hitchcock. $2.50.

Based on school experiences of supervisors and teachers in the state of New York. Illustrated by good photographs of actual situations. Valuable to teachers of nursery schools and kindergartens.

STRANGE SEA SHELLS AND THEIR STORIES. By A. Hyatt Verrill. L. C. Page and Company. $2.50.

Facts as intriguing as romance satisfy the feeling we all have, that there is something a little mysterious in these beautiful products of the sea shore.

WILD FLOWERS. By Homer D. House. The Macmillan Company. $3.95.

A valuable study and a rarely beautiful piece of bookmaking. There are 364 illustrations of native flowers, in natural size and full color. Beyond its value to botanists and to amateur flower lovers, it is a possession to be coveted for the sheer beauty of its color plates.

WEBSTER'S COLLEGIATE DICTIONARY, FIFTH EDITION, COMPLETELY NEW. G. and C. Merriam Company. Thin paper, $3.50. Regular style, $4.00. 110,000 entries, 1300 pages, 1800 illustrations.

This indispensable new Collegiate appears at this time following the recent publication of the Webster's New International Dictionary, second edition. The abridged volume is based on this great work that becomes the latest and most authoritative source of information for our language. The Collegiate is equally up to date in its content, but that content has been selected on the basis of the needs of a student through his college work and the needs of the general reader, seeking accurate, but not encyclopedic, information.

THE ADVENTURES OF PETER WHIPPEN. By Enid L. Meadowcroft. Thomas Y. Crowell Company. $1.50.

A whimsical story, not quite sense, not quite nonsense, but entirely charming, in which the young hero has amazing adventures. Shipwreck, elephants, a horse in the kitchen, an amateur circus and a philosophical kitten, make a breathless tale, enlivened by drawings that are as exciting as the story itself.

Reading Material on Modern American Housing Used by Children

(See Page 9)

In addition to the material listed below, the pupils made use of a number of pamphlets on such topics as building materials, architecture, federal housing act loans, etc. These pamphlets were obtained from local business firms.

Aitchison—"North America by Plane and Train." Iron and steel, 36-44. Lumber, 80-85, 208-290.

Allen—"United States." Iron and steel, 174-185. Building stones, 226-227. Lumber, 263-290.

Atwood—"The Americas." Iron and steel, 63-64, 69, 71, 95-97, 136-138. Building stones, 98, 63, 33. Lumber, 31-32, 83-86, 103, 145-146, 182-183.

Atwood—"Neighborhood Stories." Lumber, 156-163. Building stones, 164-165. Brick, cement, 167-169. Heating, 184-185.

Atwood—"The United States Among the Nations." Lumber, 114-118, 177-178. Building stones, 157-158. Iron and steel, 141-142.

Building America — Special edition — "Housing."

Building America—Vol. I, No. 2, "Men and Machines." Skyscrapers, 4-5. Steel and electricity, 12-13. Glass, 18.

Carpenter—"How the World Is Housed."

Carpenter—"North America." Lumber, 156-158, 250-257, 283-285. Glass, 301-302. Iron and steel, 269-271, 292-301, 311.

Chamberlain—"How We Are Sheltered."

Dodge—"Our Country and American Neighbors." Building stones, 49. Lumber, 49, 59.

Dorance—"The Story of the Forest," 157-206.

Haynes—"Our Electric World."

Jansen—"Our Own Lands," Pt. I. Lumber, 24, 88-89, 111-112. Clays and building stones, 36, 64-65, 86-87, 113. Iron and steel, 44, 56-57 70-71. Paint, 45. Electric appliances, 46.

Jansen—"Our Own Lands," Pt. II. Building stones, 136. Iron and steel, 136-137, 161-163, 164. Lumber, 138, 160, 190-194.

Jansen—"The United States and Its Trade Relations," Pt. I. Lumber, 61-67. Iron and steel, 83-86. Building stones and clay, 127, 128. Carpets, 79-80. Electric equipment, 129.

Jordan—"Highlights of Geography: North America." Stone, 237-238. Iron, 232-233.

Knowlton—"First Lessons in Geography," 128-197.

Lent—"Diggers and Builders." Skyscrapers, 3-48.

McConnell—"The United States in the Modern World." Lumber, 101-117. Iron, 119-122, 174-185. Building stone, 130-132.

Mitchell—"North America," 92-136, 364.

Nida—"Our Country Past and Present." Lumber, 135-136, 307-308. Iron, 60-61, 100-102, 172. Stone, 64-65, 267.

Petersham—"The Story Book of Houses."

Petersham—"The Story Book of Iron and Steel."

Pitkin—"Seeing America, Field and Farm." Lumber, 29-48, 270-277, 290-299. Stone, 48-53. Glass, 246-268. Iron and steel, 199-219.

Rush—"The Science of Things About Us." Building stones, 30-34, 41-44, 50-54, 145-148. Lumber, 34-41, 175-182. Iron, 44-50. Electric equipment, 78-80, 165-168, 192-196. Miscellaneous, 54-61, 64-69, 105-108.

Shepherd—"Geography for Beginners." Heat and light, 40-58. Types of houses, 3-10. Lumber, 11-22, Building stones, 23-39.

Smith—"American Lands and Peoples." Lumber, 106-107, 195-197, 246-248. Iron, 235-239.

Smith—"Home Folks." Types of Houses, 117-124, 128-131.

Spencer—"The Story of Steel."

Tappan—"The Farmer and His Friends." Lumber, 98-106.

Thompson—"Our Neighbors Near and Far." Lumber, 200-210.

Verpilleux—"The Picture Book of Houses," 55-64.

Yoakam—"Reading to Learn," Bk. II. Heating, 349-365.

WESTERN SCHOOL NEWS

THE NATIONAL ASSOCIATION OF DEANS of Women will hold their twenty-first annual convention in New Orleans from February 18 to 22, 1937.

This group of women, with a membership of one thousand, will discuss the problems of young people in schools and colleges and their adjustments to modern life. Probably no other group in America come into such intimate contact with young people as the Deans of Women. Not only are they called upon to help students adjust themselves to their studies and to their school programs, but also to give helpful advice upon personal problems and life work. Deepest understanding, sympathy and good judgment must be required to hold such a position.

One of the principal speakers on the New Orleans program will be Dr. Ada L. Comstock, president of Radcliffe College.

One month later, March 20 and 21, the California Association of Women Deans and Vice-Principals will hold its biennial meeting at the Samarkand Hotel, Santa Barbara.

The topic to be featured is the problem of education of the emotions. Jessie T. Oldt, dean of girls, South Pasadena Senior High School, as president of the Association, will preside.

SUPERINTENDENT ELMER L. CAVE of Vallejo has appointed the following principals, together with several classroom teachers, as chairmen of various grade committees whose objective is to define standards. Members of this committee are: Miss Annie Pennycook, Principal of Curry School, Miss Lovina Bushnell, Vice-Principal of McKinley School, Mr. George Fickes, Principal of Lincoln School, and Mr. Alan Locke, Principal of McKinley School.

A meeting was held recently by this group at which Mrs. Ethel S. Ward, Supervisor of Elementary Schools in Alameda County, gave a fine address to the first, second and third grade teachers on "Primary Reading Methods."

Mrs. Ward is an excellent speaker, always giving practical help to the teachers who hear her. She is expected to speak several times to the Vallejo group.

THE SACRAMENTO SENIOR HIGH SCHOOL classes in public speaking have undertaken a project in California history as an annual event. About two hundred seniors are enrolled for a course in public speaking. All of them prepare talks on some phase of California history. Recently out of this group eight were selected to speak before judges selected by the Native Sons. The four students winning the highest places were asked to speak the following day before some 750 students in the Sacramento Senior High School. While the course is definitely in public speaking, it requires a very profitable study of California history.

R. L. CRANE, Superintendent of the Jefferson School District, in San Mateo County, which comprises Daly City, Colma and Lawndale, has this year established a central library in the Woodrow Wilson School. From this library sets of supplementary texts are circulated to the six other schools in the district. Books are checked in and out by a teacher librarian. Through this system book losses have been cut to a minimum. Mr. Crane feels that the great advantage of this plan in a school system the size of the Jefferson District is that the teachers have access to a greater variety of supplementary material than they otherwise would. A set of supplementary books lasts only about two years and then, if the book has been very successful, it is reordered, otherwise it is replaced by some newer material.

Each individual school maintains its own library of books of fiction which are circulated within the school. The school libraries are run the same as a public library. A library of visual aids was established during the fall. Mr. Crane has been superintendent of the Jefferson District since 1931, prior to that he was in Hillsborough.

THE BAY SECTION of the California Elementary Principals' Association is certainly a growing and vigorous organization. Under the section president, Mr. F. B. Zimmerman of Oakland, they are putting out a News Bulletin, the second number of which was issued in December. It contains eight pages of interesting news and reports of meetings in and around the bay area.

The first page is given to a greeting from William J. Burkhard of Sacramento, State President of the Association. He congratulates the bay section on their fine news bulletin and the cooperative staff of section officers and also upon the unusual success of the membership campaign. In the following paragraph he urges upon all members active participation in all meetings:

"We hope that all members will take advantage of the unusual opportunity afforded by our association for FELLOWSHIP with others in our profession. ATTEND all the MEETINGS you can. CONTRIBUTE to your State YEARBOOK and COOPERATE with your State committees which are studying various problems of education as they affect the elementary school. Last, but not least, ATTEND your STATE CONVENTION which will be held next spring at Sacramento on March 19 and 20."

THE SIX ASSOCIATIONS of colleges and secondary schools, along with the American Council of Education, the United States Office of Education, the N. E. A., and the National Committee for Research in Secondary Education, have combined for a three years' study in setting up secondary school standards.

Two hundred high schools, private and public, over the country have been selected for intensive study in connection with this survey. Of these, nine are in California. One hundred and sixty-eight of these 200 schools are public, while 32 are private institutions. Eighty are small schools of 200 pupils or less. Twenty-two have enrollments of 1,000 or more.

This three-year study proposes to answer the following questions:

1. What are the characteristics of a good secondary school?
2. What practical means and methods may be employed to evaluate the effectiveness of a school in terms of its objectives?
3. By what means and processes does a good school develop into a better school?
4. How can regional associations stimulate secondary schools for continuous growth?

Dr. Walter Eells of Stanford University is now on leave from Stanford and has been appointed coordinator for this study.

THE MCKINLEY SCHOOL in Redwood City has issued a handbook describing the school and its work. The introductory paragraphs written by John Gill, Superintendent of Schools, under the title of "Know Your School," is written directly to the students. The McKinley School combines all of the grades of the elementary school, including the seventh and eighth. Miss Lauretta S. Paulsen is principal of the upper grades.

One of the interesting electives is a course in library service for the 7-B and 8-A classes. This class is limited in number to a group of twelve. The work they do serves several purposes. It tends to create an interest in books and in the care and arrangement of the library and performs a service to the school. The class receives instruction in the use of the card catalog and learns how books are numbered and grouped. The stamping and numbering of texts and supplementary books is done as part of the library work, and the students also mend torn books. The class takes charge of the lending library and the girls serve as librarians at the noon hour.

Another elective is a public speaking course in which emphasis is placed on oral reading and speaking and conversation. A class in journalism is also described in the handbook as offered to those children who have attained a high record in scholarship and shown ability in writing. A magazine is published by this class. An analysis of the modern newspaper is made and many different types of writing are discussed. The handbook itself was planned and compiled by the class in journalism

We think the handbook an excellent idea. Circulated among parents, it should make them aware that they have an excellent and interesting school system in Redwood City.

THE PLACER COUNTY INSTITUTE was called on December 16, 17 and 18 by Portia F. Moss, County Superintendent of Schools, and Warren T. Eich, Superintendent of the Roseville City Schools. The institute was held in the Placer Union High School at Auburn. Mr. John H. Napier is principal of the Placer Union High School This is a very attractive building, standing on a hill. The buildings set into the contour of the hill and the grounds between them are well landscaped. General feeling among the teachers seems to be that it was one of the best and most comprehensive institutes which they had ever attended.

The conferences were all upon subjects dealing directly with their work and were very practically and helpfully presented. Lillian B. Hill, Chief, Bureau of Mental Hygiene of the State Department of Education, gave a particularly good talk on "The Needs of the Individual Child," and on the last afternoon of the institute addressed the trustees of the county on "The Health Program in the Elementary School."

Harold C. Hand talked to the secondary groups on "Practical Use-Materials in Guidance for Secondary School Teachers," "Practical Planning for Cooperative Teaching" and also on "How Should Controversial Questions Be Handled in the Secondary Schools of a Democracy?"

Vierling Kersey talked on "Foundation Engineering"; and Mrs. Gladys L. Potter, Assistant Chief of the Division of Elementary Schools and Rural Education of the State Department of Education, spoke on "The Integrated Curriculum in the Elementary School."

DOCTOR A. S. RAUBENHEIMER, Professor of Education, University of Southern California, spoke at one of the general meetings. Professor Raubenheimer was invited to many of the fall institutes and is said to be a most interesting speaker.

Miss Helen Heffernan spoke at one of the general meetings and Leo B. Baisden at one of the conference meetings. These speeches appear elsewhere in this number of the Journal.

THE LOS ANGELES Elementary Curriculum Section has recently been enlarged by the addition of one new member to work primarily in the third and fourth grades. Mrs. Jean Dukelow Manes was appointed to this position early in the fall term. Mrs. Manes is a native Californian, is a graduate of the Los Angeles Normal with advance work in the University of Southern California and a BS degree from Columbia University. She was for five years demonstration teacher for the third grade in the U. C. L. A. demonstration school and from 1930-1932 was elementary supervisor of grades three and four in the Los Angeles Schools and for the last two years she was demonstration teacher for the third grade in the University of Southern California demonstration. She is the co-author of "The Ship Book," published by Houghton Mifflin Co.

Dr. Madilene Veverka, who is the head of the Elementary Curriculum Section of the Los Angeles City Schools, regards her assistants as functioning in the capacity of educational advisors rather than as supervisors. Mrs. Manes is well equipped to further the successful interpretation of the curriculum in this capacty. Doctor Veverka's development of curriculum is an advanced and practical presentation of the most modern educational program and one for which her assistants find a ready and responsive acceptance in the classroom.

IN VIEW of the somber picture of traffic hazards that becomes daily more appalling, it is heartening to read the following item, from the December Report to the Governor's Council. "During 1936 more pupils were transported more miles, more school days, than in the history of school child transportation in California. This is significant only when coupled with the statement that 1936 closes with not a single fatality or injury to such children transported to and from our public schools. Every day approximately 100,000 children go to and from school by school bus in California. The longest haul is 69 miles one way."

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 MARKET STREET

(Next to California Theater)

FREDERICK A. RICE, NEW GINN PARTNER

No one among the "shock troops" of the publishers—the bookmen—is better known or better liked than Fred Rice. So, up and down the western field it will be news to school people, and very pleasant news, that his twenty-five years of service have won him the coveted honor of a place among the partners in the firm he has served so successfully.

The firm of Ginn and Company is one of the oldest and largest of the companies publishing only in the field of school books. It was founded in 1867 by Edwin Ginn and his brother, the first partners. Through the long period of its existence it has maintained the original form of its structure. It has never been incorporated as a stock company. Ownership is vested only in the partners, and they are not chosen for their financial contribution to the firm. They are chosen only from the working force of the company, on the basis of distinguished contribution to the success of the firm.

Frederick A. Rice

This honor conferred on Mr. Rice is a recognition of the ability that has marked his work among the schools of the west.

The western department of Ginn and Company covers the territory from the Rocky Mountains to the Pacific, from Canada to Mexico, and includes the Hawaiian Islands. Thirty-nine years ago this vast expanse of country was already served, and no doubt well served for the needs of the time, by one man, with one girl in the central office at San Francisco. The one man was Selden Smith, and what a traveler he must have been! Today there are thirty-one people in Ginn's western force and Selden Smith is still at the head of this department. Since 1909 he has been a partner in the firm. During these years Ginn and Company has made history in the field of school books, keeping in step with the change and progress of educational method by publishing the books of outstanding authors whose work has often helped to shape, as well as to conform to, the ongoing ideas of the schools. This is notably true of the books of Harold Rugg, which may be said to have profoundly affected all teaching today in the field of social studies. When Mr. Rugg's theories and methods were first offered to the school world, they were so revolutionary that educators were vigorously divided as to their value. When the opportunity came to Ginn and Company to publish his books, Selden Smith and Fred Rice were among the members of the organization who confidently supported them. The success of the Rugg methods is an indication of the good judgment of these men in the western field.

Mr. Rice has been with the company since 1912. He graduated from Cornell in 1908 and won his M.A. in 1909 in the field of economics and sociology. He was offered a place on the faculty of his university, but chose instead to accept a position as teacher of history in the high school of Everett, Washington, under the principalship of A. C. Roberts, now president of the State Teachers' College in San Francisco. Mr. Rice says he accepted this position because he had lived all his life in the east and his interest in the history and development of America led him to feel the need of a closer knowledge of the west. The west claimed him and fortunately has held him ever since.

In addition to his field work in the western Ginn territory and his work as editor for many publications of the firm, Mr. Rice is co-author of "Pupils' Workbook in the Geography of California" with W. G. Paden. He is now president, for the second term, of the Oakland Forum. In this important agency of adult education, Mr. Rice is in a position to do a great service to the schools of California. For he believes that today one of the most pressing needs of education is to bring about a closer understanding between the progressive leadership of the schools and the lay members of the community who do not understand the real aims of our present educational programs.

With his new responsibilities in the firm, Mr. Rice will have new opportunities to serve the needs of education and of our community.

"Teachers in the rural schools of Britain describe their duties briefly as: Making wills for local people. Helping choose wallpaper and curtains. Attending and advising the parish council meetings. Helping women farmers. Coaching policemen for their examinations. Filling out income tax forms for the community. Serving on the women's institute committee. Playing the organ in church and at concerts when the organist is ill. Organizing outdoor sports. Calling to see all the new babies. Visiting the sick and aged. Cutting the old people's hair. But the qualifications for a teacher in the country seem to be only that she is over 18 years old and has been vaccinated." Clipped from XI Field Chapter News.

What we want to know is, what do they do with their leisure time?

ROSENBERG'S

ORIGINAL HEALTH FOOD STORES

and Whole Wheat Bakery

Main Store

1120 MARKET STREET

Opposite 7th Street

Telephone MArket 3303-3304

Specializing in food products for building and maintaining health

Send for Free Catalogue

VIRGIL DICKSON ELECTED BERKELEY SUPERINTENDENT

Doctor Virgil E. Dickson, acting superintendent of the Berkeley schools for the past year, was recently appointed as superintendent and given a four-year contract beginning July 1, 1937. His salary was fixed at $8,000 per year.

Dr. Dickson has been associated with the Berkeley Public Schools for 18 years, having first accepted a position in Berkeley on a part-time basis in 1918, when he was brought to Berkeley to establish the counselling and guidance service. Prior to his assuming full-time duties in Berkeley he was for a period of eight years deputy superintendent and director of the Bureau of Research and Guidance in the Oakland Public Schools and lecturer in the Department of Education at the University of California.

Virgil Dickson

Always vitally interested in the guidance and welfare of childhood and youth, Dr. Dickson cooperated with Chief August Vollmer of the Berkeley Police Department in the organization in 1920 of the local Coordinating Council for Child Welfare, and has been chairman of the council since its organization.

Doctor Dickson was born in Missouri. He received his A.B. degree from the Washington State College in 1908, his master's degree at Stanford in 1917, and his Ph.D. degree from the same institution in 1919.

During the period of the war, as district superintendent of personnel for the Reserve Officers' Training Corps, Thirteenth District, he was in charge of the selection of officer material for the United States Army.

Dr. Dickson is a charter member and former vice-president of the National Educational Research Association, and associate editor of the Journal of Educational Research, published by the Association. He is chairman of the Test Commission of the New Education Fellowship, an international body organized for the purpose of promoting progressive movements in education.

He is author of a widely used book, "Mental Tests and the Classroom Teacher," and of "Intelligence Tests and School Reorganization" and "Reorganization," published by the World Book Company; also co-author of "The Junior High School," published by the Stanford University Press; and one of the co-authors of a 12-volume set entitled "The Classroom Teacher." He has been a frequent contributor to educational journals.

As superintendent, Doctor Dickson has inaugurated an interesting plan for his elementary school principals. One day each year each elementary school principal will act as superintendent of schools. The experiment is proving most profitable to the principals, as it brings them into close contact with the personnel and the duties of the superintendent's office.

BERKELEY HIGH SCHOOL'S NEW PRINCIPAL

Mr. H. H. Glessner, who for 29 years has held administrative positions in various Berkeley schools, was recently transferred from the principalship of the Willard Junior High School to the principalship of Berkeley High School upon recommendation of Dr. Virgil E. Dickson, superintendent of schools, at the regular meeting of the board of education held in the Administration Building. Glessner's transfer becomes effective with the opening of the second semester on January 25. He succeeds C. L. Biedenbach, who has been principal of Berkeley High School for more than 20 years and who on his retirement in January will complete 50 years of service in the Berkeley public schools.

In recommending Glessner's transfer and the transfer of three other Berkeley men to fill vacancies thus created, Dr. Dickson announced as his policy to recommend to the board promotion from within the staff to fill vacancies. "It shall be my policy to recommend to the board the promotion of members of our own staff to fill positions of responsibility that may become vacant," said Dr. Dickson. "I believe it is the right policy in an organization to recognize loyal and meritorious service by promotion whenever this is possible. By the recommendation which I am about to make four members of our staff will be given deserved recognition for the abilities they have shown over a period of several years of loyal service."

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 CROCKER BUILDING, GARFIELD 1346
Residence: 450 17TH AVENUE, EVERGREEN 1560
SAN FRANCISCO, CALIF.

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
PHONE: SUTTER 2980

The new Berkeley High School principal served as principal of the Columbus School from 1903 to 1906 and as principal of the Whittier School from 1906 to 1908. From 1908 to 1912 he was engaged in business in Berkeley, returning to the Berkeley schools in the fall of 1912 as principal of the Washington School. He became principal of the Edison Junior High School upon its organization in the spring of 1916, serving that school until it was closed in 1933. In December, 1933, he succeeded W. B. Clark as principal of the Willard Junior High School. Glessner holds a bachelor's degree from the University of California, where he has also done graduate work in education. He is a member of Phi Delta Kappa, professional educational organization, and is prominent in civic circles in Berkeley, being a member of Rotary Club and of the Masonic order.

Succeeding Glessner as principal of the

H. H. Glessner

Willard Junior High School, C. K. Hayes was transferred from the principalship of the Thousand Oaks School. Hayes will be followed by Elwin LeTendre, who was transferred from the principalship of the John Muir School to Thousand Oaks. Filling the vacancy at the John Muir School, Erle B. Ingle, dean of boys at Berkeley High School, was transferred.

THE FOLLOWING SALUTARY exhortation is clipped from "Childhood Education," January, 1937: "Editors of educational publications would do well to visit a schoolroom now and then. Too often their impressions of what children and teachers are like, want, and need become dulled by the routines of comma putting and word defining. There would perhaps be more life and spice in educational publications if editors knew their teachers and children more intimately." Schools of California: Here we come! Prepare for a one-man invasion of the staff of the Western Journal of Education, no later than the very day after the forms close on the current issue. We know good advice when we see it.

TWO THOUSAND TEACHERS are expected to meet at San Antonio, Texas, March 30-April 3, in the forty-fourth annual convention of the Association for Childhood Education. "Today's Trends in Childhood Education" will be the convention theme.

NEWER CHILDREN'S BOOKS

Selected by
WILHELMINA HARPER

FOR YOUNGER CHILDREN

LITTLE TIM AND THE BRAVE SEA CAPTAIN, by Edward Ardizzone. Youngest readers will be absorbed with this picture story of little Tim and his sea adventures. Grades 2-3. Oxford. $2.00.

GEORGE WASHINGTON, by Ingri and Edgar Aulaire. Lovely picture book featuring the boyhood of Washington and important historic events of his later years. Grades 3-5. Doubleday. $2.00.

BILLY BUTTER, by Berta and Elmer Hader. This little goat lived on San Francisco's Telegraph Hill and made things lively for everyone. Grades 4-6. Macmillan. $2.00.

THE GUNNIWOLF AND OTHER MERRY TALES, by Wilhelmina Harper. This collection of jolly stories for younger readers is illustrated in color by Kate Seredy. Grades 3-5. McKay. $2.00.

TALLY-HO, by Margaret and Helen Johnson. Absorbing tale of a Dalmatian dog, his love of horses, and his many adventures. Grades 4-6. Harcourt. $1.75.

BOUNCING BETSY, by Dorothy Lathrop. Beautiful pictures and story of a baby lamb by a noted author-artist. Grades 3-4. Macmillan. $1.50.

THE STORY OF FERDINAND, by Munro Leaf. Readers of any age will chuckle over this amusing account of the little Spanish bull who just would not fight. Rare pictures. Grades 2-4. Viking. $1.00.

THE COVERED BRIDGE, by Cornelia Meigs. The happy times of a little girl on a Vermont farm are delightfully pictured. Grades 4-5. Macmillan. $2.00.

FIERCE-FACE, by Dhan G. Mukerji. The enchantment of the jungle is felt in this distinctive tale of a baby tiger and his development. Grades 4-6. Dutton. $1.50.

TEENY GAY, by Charlie May Simon. Appealing story of a little Arkansas girl and her family who live on a river houseboat. Grades 4-6. Dutton. $2.00.

FOR OLDER BOYS AND GIRLS

WINTERBOUND, by Margery Bianco. How some city children show their courage when "winterbound" on a farm. Excellent story and format. Grades 6-8. Viking. $2.00.

BORIS, GRANDSON OF BALDY, by Esther B. Darling. Readers of dog stories will rejoice in this worthy successor to the classic, "Baldy of Nome." Grades 6-8, and High School. Penn. $2.00.

MADEMOISELLE MISFORTUNE, by Carol R. Brink. This famous Newbery Medal author writes another fine tale for older girls. Illustrated by Kate Seredy. Grades 7-8, and High School. Macmillan. $2.00.

BETSY'S NAPOLEON, by Jeanette Eaton. There is blending of history and drama in this stirring account of Napoleon in exile and of his loyal young friend, Betsy. High School. Morrow. $2.50.

CHALLENGE, by Helen Ferris. These engrossing stories of courage and love for girls, gathered by a distinguished editor, represent works of best authors. High School. Doubleday. $2.00.

THE WHITE BUFFALO ROBE, by James W. Schultz. The exciting adventures of a white boy living with Indians and of the mystery of the lost buffalo robe. High School. Houghton. $2.00.

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the only state-wide professional society which unites teachers of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the proper development of California's most prized product—her children. It provides the surest way for teachers and friends of education to exert influence on school problems. Every State has such an association.

Foremost in the Association program over many years has been the insistence upon professional interests and activities. State-wide committees and conferences of the Association, working with Section leaders, have co-operated in every major educational advance and progressive front.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This insures high standards of service to school children and good living conditions for teachers.

California has a strong, workable tenure law, a law for which this Association is directly responsible. The Association advocates improved professional ethics and standards.

Through the Association, rural supervision has been established and retained.

California Teachers Association inaugurated the laws by which teachers are entitled to receive salaries during illness and retirement salaries upon completion of service.

At each successive Legislature, the Association has fostered good school laws. A great service of the Association has been the defeat of bad legislative proposals.

a. California Teachers Association has fought successfully for the retention of free adult courses.

b. The Association has defeated persistent efforts to deprive school boards of their right to fix and administer school budgets.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and state-wide newspaper publicity.

Through its Placement Service, with offices in Los Angeles and Berkeley, the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued many statements and bulletins on major educational problems.

The Legal Department provides Association members with authoritative opinions on matters of school law.

Every teacher in this State should belong to California Teachers Association. Join now!

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

The Western Journal of Education.

Founded in 1895 by Harr Wagner

SAN FRANCISCO PUBLIC LIBRARY REFERENCE DEPT.

In This Issue:

Walter F. Dexter, Superintendent of Public Instruction 3

Jottings of a Traveling Bookman. W. M. Culp - - 5

A Unit on Trees. Eleanor Freeman - - - - - 8

Library News Department. May Dexter Henshall - 10

Conference On Direction and Improvement of Education 12

How Should Textbooks Be Selected? - - - 13

Western School News - - - - - - - - 14

Book Reviews - - - - - - - - - 15

February, 1937

PRINTS FROM TREE FOLIAGE. (See "Unit on Trees," page 8.)

Spoken Drills and Tests in English

By Mabel Vinson Cage

recognizes that correct speech must be acquired like any habit—by individual practice.

provides a practical plan for schoolroom conditions.

is psychologically sound:

1. Oral drills for speech correctness train ear and tongue (rather than eye and fountain pen!).
2. Oral examinations not only test, but reinforce.
3. Interest comes through competition.
4. Repetition is enforced automatically on the points needing it, not wastefully and haphazardly.
   Morrison's Unit-plan of Pre-test—teach—test—reteach—retest throughout.

is economical of student and teacher time:

1. Diagnostic tests, exercises, tests, drills are student administered and student recorded.
2. Student-teacher benefits from ear training received in checking his fellow student.
3. The directness and simplicity of arrangement make it actually possible for the student to direct himself—saving teacher-time for extreme cases in need of "hospitalization."
4. The usual written papers, so irksome to write, so ineffective in changing bad speech habits, and so deadly to correct, are eliminated.
5. A whole class can actually do individual oral work simultaneously—no need for twenty-nine students to sit silent while one drones on.

May be used in grades from 7th to 10th

Price $1.25 Postpaid. Order now.

Harr Wagner Publishing Company

609 Mission Street
San Francisco, California.

AN ORAL LANGUAGE PRACTICE BOOK

By MABEL VINSON CAGE

LIST PRICE $.90

A drill book for oral language practice based on the theory that unless correct usage is on the tongue's end, it is not functioning. A child will write "Yes, I've seen him, he's gone down the street" a hundred times correctly, but meet him in the hall and he will *say* "Sure, I seen him, he's went down the street." Our author contends that had he *practiced that sentence orally* he would have been more likely to *say* it correctly. Perhaps ninety per cent of our use of language is *oral,* therefore the establishment of the correct language pattern must come through *training* the *tongue* and *ear.*

This practice book provides a unique device *for testing individual oral language usage.* It provides drills for establishing a correct language pattern followed by Cumulative Habit Tests.

No rules of grammar are given. The book is designed to establish *patterns* of *speech* through *ear training* rather than by rule. Over 1300 test sentences. Key sentences and a score sheet are provided.

An Oral Drill Book for use in Grades 5 and 6.
May be used for slow groups in Junior High Schools.

Harr Wagner Publishing Company

609 Mission Street : San Francisco, California

HOTEL
OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage.
Take elevator upstairs.

Single ..... $2.00—$2.50
Double ..... $3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

DRIVE IN OUR GARAGE

Caswell's
NATIONAL CREST
Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLIII, No. 2 | SAN FRANCISCO, FEBRUARY, 1937 | PRICE 15 CENTS

WALTER F. DEXTER

SUPERINTENDENT OF PUBLIC INSTRUCTION

"A SCHOLAR AND A GENTLEMAN." The old fashioned phrase, with new contemporaneous value, seemed the right word to sum up the reaction of California's educators, as they were introduced to their new chief. At the State Conference on Instruction and Child Welfare, held in San Francisco, February 1-5, Doctor Dexter, newly appointed to his office by Governor Merriam, made his first speech as their leader to a notable gathering of school administrators and class room teachers.

The charm of his smile, the easy force of his delivery, the clarity, beauty, and simplicity of a master of English speech, made themselves felt at once to a critical and expectant audience. The schoolmen relaxed their mood of appraisal, satisfied that California has a spokesman for her schools who brings to this side of his task a full measure of the gifts it demands.

This first speech brought us also the measure of his educational philosophy. Brief, witty and sharply to the point, he outlined the limits of the two functions of education in a democracy. First, the individual, his essential spiritual value, must be conserved, must never be stifled by the demands of society, and never put to a use that is detrimental to him. Second, the individual must be so trained that he may obtain success and happiness without disrupting the social order, but in harmony with its demands and its ordered growth.

Walter F. Dexter

That was good American doctrine, well-expressed. For further evaluation of our new superintendent, California, with interest, "looks at the record."

Dr. Walter F. Dexter received his introduction to education in a two room school in River Grove in the suburbs of the City of Chicago, Illinois. It is interesting to us to know that the first letter he wrote on the letter head of his new office was addressed to the teacher who had received him into that long ago small school.

In 1916 he was graduated from Penn College in Iowa. As an under-graduate student he was particularly interested in public speaking, a field in which he earned all of the honors and medals offered by his Alma Mater.

After completing his college course he enrolled in Columbia University in New York where he was graduated with the degree of Master of Arts. It was here that he came into close association with Professor William Kilpatrick whose philosophy of education inspired him to specialize in that department.

In the fall of 1919 he entered Harvard University where he carried courses covering all phases of education. Two years later he received the degree of Master of Education (Ed. M.), from that institution, the first ever given by a graduate school of education. In June of the same year he received the degree of Doctor of Education, (Ed. D.), one of the first five to be granted by that University. At the end of his University course he was elected Marshal by the students and faculty which is the highest honor given at graduation time.

Following his graduation from Harvard he became head of the Department of Education in Earlham College, Richmond, Indiana, where he served for two years. During the Indiana state-wide educational survey he worked under Dr. Alexander Ingelis as one of the Field Directors.

In the summer of 1922 he conducted teacher training courses in Franklin College and in 1923 he lectured in the University of Virginia on the subjects of tests and measurements, the history of education and educational administration.

He then accepted the presidency of Whittier College in California where he remained for a period of eleven years. During this time he supervised the Department of Education in which teachers were trained for the elementary schools of California

and by virtue of his position in this institution he became head of the Broadoaks Kindergarten and Primary Teacher Training School.

All of these experiences gave him opportunity to serve education and to participate personally in its program from the kindergarten through the university. He has always taken a broad and sympathetic attitude toward educational and governmental matters. He has maintained an appreciative understanding of the problems of the teachers in all phases of the educational program.

During his years as president of Whittier College, Dr. Dexter carried on at least two activities outside of his academic duties which have a bearing on the preparation for his present tasks. A superintendent of the south has said, "During those years, no man was so much in demand as a speaker for elementary school graduations." If Dr. Dexter's connections may seem to be weighted on the academic side, this tribute is a witness to his persisting touch with the elementary public schools and his understanding of their point of view.

The second outstanding activity of his recent years has been his participation in the program of civic organizations and service clubs, notably in the Lions Club in which he has held important and responsible offices. This experience will have prepared Dr. Dexter for one of the most exigent demands upon a state superintendent of schools, the demand that he should interpret the program of the school to the laymen of the state, and win their understanding and support. This task, so ably fulfilled by Vierling Kersey, his predecessor in office, we feel will be carried on no less successfully by Dr. Dexter with his civic connections already so widely established.

In fact, the balance of Dr. Dexter's interests and pre-occupations seems to incline somewhat away from academic work, into the field of political science, economics, and public service. One outcome of this interest is a volume he has recently written evaluating the contribution of Herbert Hoover to our American way of life. In the light of these interests it is easy to understand why he was chosen by Governor Merriam for the important post of the governor's executive secretary. And it is equally evident to the schoolmen of the state that this first hand, intensive experience with the practical problems of government is a splendid preparation for his new administrative duties.

Dr. Dexter himself says:

"I am enthusiastically re-entering the field of education. I appreciate the opportunity I have to join the teachers and educational administrators of California in their progressive program of service. In my work with them I shall try to be liberal enough to guarantee progress and conservative enough to assure stability.

"Governor Merriam in keeping with his high ideals of public service, has made no demands upon the Department either by way of suggesting appointments or outlining policies. He has, however, promised cordial cooperation and support. I leave his office with genuine regret because no man could be more appreciative of his associates and more enthusiastic about their advancement."

He announces no innovations of program or personnel, saying only, "I am happy to be one of you."

The family have their home established in Sacramento. Mrs. Dexter's interests also lie more or less in the educational field. She too holds her B. A. degree from Penn College and her M. A. from the University of Iowa. Walter R. Dexter Junior, now a tall undergraduate in college, has provided our new superintendent with laboratory experience in the problems of modern youth, as we were told amusingly in the introductory speech at the conference.

The Journal wishes Dr. Dexter and his family every possible happiness in the new setting, and congratulates California for the new leadership which promises so much for our children and their schools.

Progressives and Reactionaries

challenge you in the columns of

THE EDUCATIONAL SCENE

Social, cultural, and educational changes discussed by authorities.

Interesting and informative.

■

SUBSCRIBE NOW

$2.00 the school year.

■

Mail your subscription to

THE EDUCATIONAL SCENE

P. O. Box 830

Hollywood, California

FIRST DRILLS IN ORAL LANGUAGE

Mabel Vinson Cage Gretchen Wulfing Mabel Breeden

For grades 3 and 4 **List Price $ .90**

This is a drill book for oral language practice. It provides drills for establishing a correct language pattern through ear training instead of by rule. No rules of grammar are given.

It is based on second grade vocabulary level so that the ehild can focus his entire attention on the correct form and not be diverted by difficulties of word recognition.

Over 1500 test sentences. Key sentences and a score sheet are provided.

First Drills in Oral Language will take its place as the first book in the Oral Language Practice Series. The other two books of the series are: **An Oral Language Practice Book** for grades five and six, and **Spoken Drills and Tests in English** for grades seven to ten.

(Publication date, April 15, 1937)

Harr Wagner Publishing Co.

609 Mission Street **San Francisco, Cal.**

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The part American education has played in the development of the United States has ever been stressed by educators as a major factor in its growth. It is somewhat disheartening then to travel through our cities on the eastern seaboard, where, apparently, education has so lamentably failed, where hordes of people and their children are still closely allied to the likes and dislikes of Europe and are more of the Old World than of the New. It is further disheartening to see that the politicians have come to the realization that for all the schools have done, the great majority of voters are of fourth to sixth grade intelligence, and they, the politicians, have floated to authority by appealing with arguments suited to that type of mentality.

We have wondered at the ideas of regimentation and beaurocracy that are now predominant in our national life. A visit to the schools in the city of New York will perhaps give you an inkling to the reasons for such a development. Tens of thousands of children, regimented, marching in lock-step, tens of thousands of teachers tied down by the rules and regulations of an immense system, even if the leaders do give lip service to individual initiative. Massed humanity on the march apparently has to be regimented and if the individual can stand alone, he is the exceptional one. We feel that our national life is being treated as though it were all composed of New York City problems with its great poverty, immense wealth, magnificent accomplishments of material constructions of buildings, subways, bridges, and highways. We have always thought of life being cheap in China, not realizing that in New York City life is considered cheap also and treated so and what is more to the point more so by our high sounding politicians.

Mayor La Guardia of New York City, if anything, is not a conformist. He is very capable of expressing his opinions on all subjects. Recently, he gave the oath of office to Dr. William E. Grady, Associate Superintendent of Schools, who was being sworn in for a second term, at a luncheon of the Public Education Association. The topic of discussion was crime delinquency among children. Dr. Grady held that a properly administered school was the best agency to combat delinquency, and recommended earlier and more vocational training and adjustment of the curriculum to the pupil. Mayor La Guardia in an impromptu address gave some amusing, sarcastic comments on the importance given by "experts" who spoke on the scientific approach to crime among children. He asserted that no child expert could predict whether a child of ten would become a criminal, and further he said that, although he knew of the fine work done by the Bureau of Child Guidance in the school system, if he had to choose between it and the free lunches served every noon to 90,000 pupils he would choose the lunches. "T-bone steak and German fried potatoes are among the very best preventives of crime," he added. Mayor La Guardia cited his own case to show that the future of a child is not scientifically predictable by experts. He said, "I would have been in the child guidance bureau, and my case would have gone like this: 'over-aggressive with doting mother, who thinks he can do no wrong. Boy resents teachers and other pupils and beats up principal's son. Too sure of himself and gets what he wants, so is anti-social.' I would have been sent to the children's court for study."

Harvard University is starting this year a national scholarship plan for entering freshmen of outstanding ability as a result of gifts to the university's 300th anniversary fund, according to a recent announcement of Dr. James B. Conant, president of Harvard. The plan is an outgrowth of a three-year experiment with prize scholarships in ten states in the Middle West. Fifteen states, including the original ten, are now to be included in the national plan. The five states added are: California, New Mexico, Louisiana, Oregon, and Washington. The original ten states in the scheme were: Ohio, Illinois, Indiana, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kentucky, and Tennessee. As additional funds are received the national scholarship plan will be extended to all other states. Preference in part for students from California was made by an anonymous donor in memory of the late Ogden Mills, Harvard, '78, of New York. At least six national scholarships will be offered this year to incoming freshmen residing and attending school in any of the five new states in the plan, and ten or more in the present mid-western prize fellowship area. The scholarships are to be awarded to the most promising candidates regardless of financial need. The scholarships carry maximum stipends of $1,000 in the first year and $1,200 each year thereafter, which cover all the student's essential college expenses. Successful applicants who maintain a high honor record at Harvard will continue to hold these scholarships throughout college.

New York City is having twenty-six new public schools constructed out of PWA funds at a cost of $35,170,000. Eighteen of these buildings housing 24,300 pupils will be occupied February 1st. All are expected to be finished by May 1st, when the program will make available 50,300 seats. In addition the PWA has equipped nineteen other schools with a loan and grant of $1,898,500. Most of the new structures are in the outlying sectors of New York City. The tremendous growth of those parts caused by the exodus of the population from the older congested areas, has given rise to the need of these new schools. The shifting population in New York City is a great problem. Almost overnight areas are depopulated by the people moving out, leaving schools in older sections with small attendance and causing great congestion in the newer centers. The board of education has closed up many schools in the depopulated areas and has built new schools in the newer sections. The new schools are the last word in educational structure. They are being built upon campuses of some acreage allowing for playing fields and gymnasiums and auditoriums. The idea of the school as the social center of the community is stressed. One of the newer construction features of these new schools is that classrooms are being built with windows to the ceiling in order to admit "sky-light."

During the years of the depression the status of the substitute teacher has come to the fore all over the United States with great frequency. From Los Angeles to New York the problem has been in the newspapers from time to time. It has been the custom of many boards of education of recent years to employ substitute teachers at substitute wages to fill regular positions that should be filled by appointments at the set salary scale. The injustice of the practice lies in the fact that the substitute teacher has to have the same certification requirements as the regular teacher and is required, often for years, to do the work of a regular position at a substitute's salary. Many hundreds of thousands of dollars have thus been saved by boards of education, who think they have proved themselves smart by this practice.

Several years ago when the Four Horsemen were running for office in Los Angeles for the city Board of Education one of the reasons for their success was the fact that they promised to do away with this inequality of hiring. Now in New York City the New York Post in an editorial of January 22, came out with this sharp statement—

"At present 2,700 substitute teachers in New York City are being sweated systematically in a way that would make many a low-grade private employer green with envy.

"Twelve hundred substitutes in the public schools are working full time and have been for six or seven years, yet receive (on the per diem basis) only $1080 a year, about $20 per week the year around. They have passed the same examinations as regular teachers, whose normal starting salary is $1650.

"Fifteen hundred more substitutes are working full time in the high schools under much the same conditions, earning an

average of $1,350 per year. If they were regularly appointed their starting salary would be $2,000.

"The substitutes receive no vacation pay, no pension or other rights.

"The Board of Education returned $400,000 to the city last year, as an 'excess' of money the city provided for salaries, preferring the sweating of substitutes to paying standard wages. Almost 700 subs could have been given regular pay with this amount.

"Classes of fifty pupils and more in the public schools are common. Reducing classes to thirty-five would take care of most subs."

✓ ✓ ✓

THE PLACE of examinations in the educational scheme has for years been a subject for acrimonious debate whenever educators meet. The reason for the differences of opinion are for the most part based upon the debater's own definition of what the ends of education should be. We have run the gamut from no examinations at all to comprehensive examinations at the end of a period of years. We have those that believe that the pupil should be held to tests determining whether he had acquired the remembrance of certain facts. Especially, in the universities the general opinion is that the entering student should be prepared in certain specific knowledges before he is allowed to enter. The new school stresses the factors of social living and an understanding of problem solving as of more value than knowledge of real facts. The human factor in grading papers is always a point at issue. We remember years ago Assistant Superintendent of Schools Cox of Oakland, California, showed by statistics how much easier it was for students in certain high schools to get university recommending grades from papers of the same quality. In fact, one set of teachers would give a recommending grade, while other teachers would give a non-recommending grade. The same point is made by Professor I. L. Kandel of Columbia University in a most recent report, "Examinations and Their Substitutes," Bulletin 28, which he prepared for the Carnegie Foundation for the Advancement of Teaching.

The anecdote here related by Professor Kandel is credited to Professor Ben D. Wood. Back in 1920 a group of college professors were rating history examination papers submitted by their students. One of the professors, as a guide to his marks, wrote out what he considered model answers for his questions. This model paper was picked up by a colleague, who, under the impression it was the work of one of the students, rated it in his usual way. He gave it a mark below the passing grade. The same paper was later rated by several other professors, who gave it marks ranging from 40 to 90 per cent.

Dr. Kandel in this Bulletin 28 of 188 pages presents a history of examinations from their inception in the middle of the eighteenth century in New England and outlines some of the early criticisms, including the more persistent ones that the marking was subjective and "consequently neither valid nor reliable," that they set up norms which were not universally applicable, and that they were "neither specific nor comprehensive in what they measure."

Dr. Kandel presents the idea that school examinations are not merely a device for separating the sheep from the goats, but rather are instruments by which educators may guide the intellectual growth and development of their pupils. He holds that American teachers have come to recognize that the results of tests must be supplemented by more detailed information about the pupil's whole personality. Therefore, he recommends that college administrators experiment with a cumulative record card. A card is now used by many progressive elementary and secondary schools, on which are recorded all pertinent data about a student's work at school, including examination results. Dr. Kandel feels that tests should be used primarily to discover the abilities of the pupils and to provide for them the kind of education best suited to those particular talents. He states, "The problem has ceased to be one of selection and has become one of the distribution of education, or the discovery of the right education for the right pupil under the right teacher."

THE APPOINTMENT February first of Mr. Henry E. Kentopp by the Board of Education of East Orange, New Jersey, to the superintendency of the East Orange city schools filled one of the most important school positions in the State of New Jersey. Mr. Kentopp had been acting superintendent of East Orange since last November 11, when he took over the guidance of the system owing to the death of Dr. Clifford J. Scott, a man known throughout the east for his wise counseling in educational matters and kindliness of character.

East Orange of the four Oranges, Orange, East Orange, South Orange, and West Orange, is the largest city of the group. It has a population of around 70,000 persons out of the 200,000 people that live in these four contiguous cities. The four Oranges as a sector of the metropolitan area of New York was in the past primarily the home of many wealthy commuters from Manhattan. It was and still is noted for the fineness of its residences on its many hills, its estates, gardens, fine roads, and public schools. It is a sector devoted to education and has a very carefully selected group of teachers and principals.

Mr. Kentopp has been in the East Orange city system three years as principal of the Elmwood school, the largest elementary school in the system. In this position he was considered as a leader in the social studies and curriculum recommendations. During these three years he has been carrying courses at Teachers' College, Columbia, and has now completed all academic requirements for a doctor's degree. At the completion of his thesis he will receive his doctor's degree from Teachers' College.

Mr. Kentopp previous to coming to East Orange had been in school work in Nebraska. He graduated from Midland College, Fremont, Nebraska, in 1921 with the degree of A. B. In 1930 he received his M. A. degree from the University of Wisconsin. He has taught in the high schools of Bridgeport and Central City, Nebraska. He, also, has been superintendent of schools at Nelson, Nebraska, and Central City, Nebraska. Before coming East he was instructor at the Summer Session of the University of Nebraska.

The Board of Education of East Orange acknowledged the ability of Mr. Kentopp by appointing him superintendent of one of the finest school cities in New Jersey. He is a young man of thirty-six years, married and the father of two sons.

East Orange has a school population of about 9,000 children. 370 teachers work in two senior high schools, 3 junior high schools and 9 elementary schools. A new junior-senior high school of 900 student capacity costing $850,000 will be completed in August. It is to be known as the Clifford John Scott High School, named in memory of Dr. Scott after his death.

✓ ✓ ✓

FEBRUARY 1st saw the beginning of a new semester for the New York City schools. At the end of the semester 61,000 children were graduated; 26,000 from the elementary schools, 16,000 from the junior high schools and 19,000 from the senior high schools. The pupil enrollment of New York City is 1,125,000. There are 36,000 teachers in the New York City system.

✓ ✓ ✓

TWO NEW HIGH SCHOOLS are being completed in New York City this year with capacities of 3,698 and 5,148 respectively.

✓ ✓ ✓

RESEARCH AT VASSAR as to the amount of a student's expenditures per year there, have set $1,855 as the normal cost of year's sojourn within the environs of that institution.

✓ ✓ ✓

DR. PAUL S. MILLER is principal of the Eastern and Stockton schools of the East Orange, N. J., system. An A. B. from Gettysburg College, an M. A. from Yale University, and a Ph.D. from New York University has given Dr. Miller a wide and varied educational background. Coupled with this has been teaching experience in the elementary, secondary and college field. Dr. Miller teaches at New York University in the field of secondary education and administration. He also for the past six years has conducted courses in the same subjects at the summer session of the University of Maine. This is Dr. Miller's eighth year in the East Orange public schools.

William L. Connor, former director of the bureau of educational research of the Cleveland public schools, who the first of the year assumed the superintendency of the Allentown, Pa., public schools, had a part in discovering two most important facts in connection with education. He considers them of greater value than any of the other hundreds of conclusions that have been reached in recent years. Both are fundamental principles of the curriculum at present—(1) Personality, character and citizenship develop in that environment where the load is adjusted to the capacity of the child. (2) A curriculum created out of significant experiences of society by persons who see what the significance is, and arranged around major concepts, and taught by using the most vivid materials possible, rather than by explanation—this is the right kind of curriculum. And he adds that " the quickest way to make a cheat, a loafer, is to overload some child with school work. If it is more than he can carry he'll lose interest and go from bad to worse."

As head of the department of the Cleveland system that had to do with testing and measurements Mr. Connor for the past fourteen years has been able to find out if his conclusions are correct. He says "By the knowledge we have gained in these two discoveries, we have been able to turn bad pupils into good pupils, well-behaved pupils, a credit to themselves and to their schools. And the graph showing accomplishment has gone straight up, in many instances."

Mr. Connor is another of those Hoosier schoolmasters who have so richly endowed the teaching profession throughout the United States. He was born at Troy, Indiana, forty-seven years ago. His educational record includes the receipt of a life certificate from the Indiana State Normal School, Terre Haute, Ind.; an A. B. degree from the Indiana State Teachers' College, Terre Haute, Ind.; and an M. A. and a superintendent's diploma from Teachers' College, Columbia University. He is a member of Phi Delta Kappa and is at present a candidate for the degree of Ph.D. at Western Reserve University.

Mr. Connor in his educational work has covered the entire field from that of rural school teacher, high school teacher, high school principal, city superintendent of schools, director of a large technical bureau in a huge city system, to that of lecturer in education at a university. Specifically, Mr. Connor in 1906 was a rural teacher at Troy, Ind.; 1907-8, high school teacher in that city; from 1908 to 1909, principal of the grade school, and from 1910 to 1911, superintendent at Troy, Ind. From 1911-13, he was superintendent of the Jackson township schools, Hymera, Ind.; from 1914-16, he was principal of the Forest Park school, Crystal Falls, Mich.; from 1916-20, he was superintendent of the Republic township schools at Republic, Mich.; 1920-23, principal of the Longwood high school, Cleveland, and from 1923 to December 31, 1936, chief of the bureau of research of the Cleveland Public Schools, after which he assumed the superintendency at Allentown, Pa.

Hiram College in Ohio has for the past three years been experimenting with the "intensive course" plan. Under this plan students concentrate on one subject for nine weeks and then take up another instead of running four or five subjects of from two to five hours per week simultaneously as is the usual college arrangement. More unified and thorough work is the objective of the plan according to President Kenneth Irving Brown of Hiram. In a vote of the 325 students as to whether the scheme should be continued 88 per cent were favorable, 8 per cent undecided and only 4 per cent against the plan. An evaluation study showed that both faculty and students liked the greater flexibility of time permitted by the method, greater unification of effort, release from the hysteria of examination week and increased time for individual conferences made available.

Elaborate plans for the presentation of the American educational system as "the outstanding contribution of American democracy to the world" are being discussed for the World Fair in New York in 1939. The consensus of opinion is that education should be taken out of the "morgue" class with its dead exhibits and should be exhibited as a living dynamic force of American life. The plan that is securing a great deal of backing is to present the school of tomorrow—a large permanent building where pupils from nursery school through high school may be shown learning under ideal modern conditions. The plan as outlined by its proponents Professors Ned H. Dearborn and Harvey Zorbaugh of New York University involves the erection of a modern school at a cost of $2,000,000, presumably by the Fair authorities, on the outskirts of the Fair. The building at the end of the Fair will be absorbed by the New York City system. The plan calls for the school to be equipped with special visitors' entrances, passages and observation galleries. In them, by means of "one-way" glass screens and sound transmission, observers could see and hear all that goes on in any classroom. Every latest teaching device—sound movies, radio, television—would be installed. Crafts, arts, drama and science would have their specially equipped laboratories. All types of handicapped children—the lame, the mentally halt and the blind—would be taught by ultra-modern methods. Rooms would be air-conditioned and kept at a constant degree of illumination through a system controlled by photo-electric cells. The basic idea behind the presentation of the school of tomorrow is to have visitors see what the best in educational practice and equipment can be and send them back to their home communities demanding that their own children have access to such educational opportunities.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town Shopping District, San Francisco

Chinatown and Famous Restaurants Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath **$1.50 per day**
Room With Bath **$2.00 and $2.50 per day**

A Hotel of Friendly Personal Service of Continental Flavor

250 Rooms

Management SAM D. ADKISSON

THE WESTERN JOURNAL OF EDUCATION

Harr Wagner, *Founder* — Morris Wagner, *Editor*

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thougbt, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Metbods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

A UNIT ON TREES

By ELEANOR FREEMAN
Director of Rural Education, San Mateo County
PANSY JEWETT ABBOTT, *Superintendent*

This coming month, in accordance with the proclamation of Governor Merriam, will focus the attention of California schools on Conservation, Arbor Day, and Luther Burbank. It may be expected that this stimulation of interest will give rise to a desire to follow through with a serious study based on that interest, organized to serve the larger needs of the curriculum. Miss Freeman has accomplished this organization so admirably that we feel sure this unit will be of as great value to other school systems as it has proved to be in the rural schools of San Mateo County. Space compels us to condense her material drastically, yet even in this form it will serve as a tried and successful guide to a valuable and interesting class room experience.

Introductory discussions

What trees mean to us, in our homes and school grounds, for shade and beauty; to beautify a town, a picnic ground. Beauty and use of trees in summer vacations and camping trips. Personal or family experiences in planting and caring for trees. Pride in our own trees.

Differences in trees

Size. In the same kind of tree, differences due to age, climate, soil, winds, moisture, etc. Chart known trees for comparison of age. Growth and causes of differences. Appearance. Shape and size of leaves. Flowers. Changes of the leaves. Leaves that do not seem to change. Bring specimens of flowers and leaves to class.

Two main tree groups

Evergreens. Leaves green even in winter, needle shaped, awl shaped, scaly-leaved. True evergreens closely related. Pine, spruce, cedar. Some broad leafed trees and shrubs stay green in winter. Find examples. True evergreens suited to withstand storms. Needles too fine to collect snow and ice. Need less water, will grow in poor soil, sandy or rocky.

Deciduous trees. Broad thin leaves. Absorb more sun than needles, make more food for the tree, which grows faster during the summer, while in leaf.

Shrubs and trees

Main difference—shrubs often begin to branch underground. Above ground branch rapidly, no main stem. Trees have a main stem or trunk. Find, describe, contrast, and list nearby trees and shrubs.

How trees grow

Seeds, carried by birds, chipmunks, wind, etc. If a seed is dropped in moist soil, it swells, breaks its shell, a root goes down, a stem goes up. Plant various seeds, corn, beans, etc. in bowls filled with earth, kept moist. Watch growth. Turn container on side, watch how roots *always go down*, stems *always go up*. First food stored in seed itself. Then food must come from soil and air. The roots absorb water through tiny hairs. Leaves through pores absorb carbon dioxide from air; through their green coloring matter absorb sunshine. Water, carbon dioxide and sunshine combine to make the food plants need. Reason for rapid summer growth.

"How a Tree Grows" booklet distributed by U. S. Forest Service, Department of Agriculture, San Francisco, gives very useful chart. Shows three sections of tree trunk: Bark, protects tree from injury. Sapwood, carries sap from roots to leaves. The growth dependent upon ability to draw up water. Lack of moisture slows growth. Discuss care of domestic plants; study rainfall charts; water in plant evaporated through leaves. Cross section of a tree should be brought to class. Count growth rings to learn the age of a tree. Heartwood, gives strength to the tree, makes lumber.

Forest conservation

The same chart will introduce the subjects of forest thinning, forest fires, insect damage. At this point local officers may be glad to give their service to help the class to understand conservation problems,—County Fire Warden, Agricultural Commissioner, etc. A study may be made on large scale of national forest situation, with map, charts, graphs. Conservation experiments in California. Write for information to Pacific Lumber Co., Scotia, California. Study U. S. Forestry Department.

How trees multiply

Study blossom, fruit, and seed of available trees. Kinds of seeds: parachute, winged, edible nuts, pods, cones, edible fruits. Growth from shoots and suckers. Study growth of redwoods. Growth from twigs, as willows and poplars. Collect specimens. Study pollenation of blossoms.

Identifying trees

Observe commoner local varieties, learn name, size, shape, leaves, flowers, seeds. Name group to which each belongs. Collect and make exhibit of each tree's bark, seed, leaves, etc. Carefully planned and guided field trip for entire class advisable. Use "Science Guide for Elementary Schools," California State Department of Education for planning such trips.

Developing the Unit—Motivation

Call attention to the value and beauty of trees in the school yard, in the home grounds, in the community, in a field trip. Plant a tree. Visit a nursery. Examine some tree nearby. A story, poem, song, picture, or screen picture may initiate interest.

Skills employed

Reading. Stories and poems. Looking up famous trees. Finding information in pamphlets, etc. Reading and reporting on graphs, maps, etc. *Writing.* Copying poetry, writing out information needed, making labels, writing letters to obtain information or materials. *Language.* Reports, discussions, stories, poems, planning activities, explaining materials to visitors, writing letters for information and materials. *Spelling.* Implied in language skills. *Arithmetic.* Involved in finding height, diameter, and circumference of trees, measuring distances between trees, laying out an orchard or garden, costs of raising trees, etc. *Science.* Implied in all the studies of identification, growth and conservation; in collecting and classifying specimens; in keeping records. *Social studies.* Service of trees to man, directly and through animals; conservation and reforestation. *Art.* Drawing pictures of trees, posters, etc.; collecting and arranging pictures; arranging display of specimens; lettering labels, charts, graphs, maps; making booklets; making blue prints and spatter prints; making gardens, miniature and actual. *Music.* Listening to songs and records about trees; making and singing songs about trees. *Miscellaneous.* Starting a tree museum; learning to make and control camp fires; presenting a play; making a local tree census; planting trees.

Directions for making spatter prints

Materials: piece of fine mesh screen (11"x13"); poster paint *or* ink in desired color; colored construction or poster paper; box large enough to fit the colored paper; toothbrush for spotting paint; thumb tacks.

Directions: 1. Get specimens ready. Have them as flat as possible; sometimes it is well to press them. Place construction paper in bottom of spatter box. Arrange specimen on the paper. Place screen on top of box and fasten with thumb tacks. Dip the toothbrush in paint or ink very lightly and wet over the screen. Be careful to rub in one direction only. Continue until the distribution is even and the desired effect is obtained. Remove screen. Take specimen from the paper carefully. Place print aside to dry.

Note: The use of a spatter box cannot be stressed too highly. When one is not used, the making of spatter prints becomes very undesirable for any classroom.

Directions for blue printing (suitable for upper grades only)

Materials: printing frame; blue print paper (since the paper is very sensitive to light, blue-printing should be done in a darkened room).

Procedure: Place flower upon the clean glass of the printing frame. Place a piece of blue print paper upon the flower, taking care to have sensitized side of the paper against the leaf (yellowish color). The time for exposure will be determined by the day—if the sun is bright three minutes will suffice; if it is cloudy it will take seven or eight minutes. When desired tone is reached, take back into dark room, remove the paper and wash in water. Then wash in a solution of ¼ ounce of potassium bichromate to ½ gallon of water and lay on clean paper to dry.

Note: The process should be thoroughly familiar to the teacher and should be tried out by her before making it an activity of the classroom.

Outcomes

The outline above of Miss Freeman's unit although so condensed will serve to give a working basis for a very valuable classroom experience. The unit has been mimeographed and on request to the office of the county superintendent a copy will be sent to any school wishing to follow it in detail. Although the unit was prepared specifically for California localities, its organization has proved so useful that several thousand copies have been requested by and supplied to schools in other states. It was read and discussed by the San Mateo County Fire Warden at a convention of fire wardens of the state, and met with such approval from this body of men that they requested a copy for the use of each member of their organization.

It was the interesting privilege of the editor of the Western Journal of Education to visit several schools of San Mateo County

in which the unit had been used, and to be able to record, from these visits, some of the experiences and outcomes that were reported in different types of schools.

The motivation for the study of trees varied widely in different schools, which would be expected from a type of instruction that is to be truly "integrated" with actual pupil experiences. In one two room rural school, at Woodside, the children lived in close proximity to a forest area of noted beauty and rich variety of growth. There was no child in the school but that had first hand contact with native trees and shrubs to waken his natural interest and curiosity. Another school, at Ravenswood, sits on the level plain beside the Bay that the first explorers called the "Plain of the Oak Trees." First hand experiences with native trees were limited to the venerable survivors of the splendid oaks, and the growth in nearby creek beds. In this school lively motivation came from a group of Boy Scouts among the pupils, whose summer experience in camping in the marvelous Sierra forest had inspired them with an enthusiasm for trees which infected their fellow pupils.

Sources for materials varied equally, and were equally valuable to children in their different environments. Woodside children acquired an extensive first hand knowledge of our native coast forest growth, and its problems. Ravenswood children concentrated more on domesticated trees and shrubs—with the splendid collection of the Stanford Arboretum for a nearby museum of living specimens. Woodside children were strong on collections and their beautifully ordered display. Ravenswood went in for planting. No better example could be offered of the useful flexibility of this type of curriculum organization.

In both schools the unit went on contemporaneously in all the grades, naturally with varied methods and varied results at different age levels, but all ages enjoying the enrichment of a common experience shared with common enthusiasm.

There was a general agreement that for the individual the most valuable outcome of the study was a sharpened and disciplined habit of accurate observation. In a very few instances this habit expanded into a delight in detail, meticulously observed and classified, that indicated a foundation for a true vocation to science. In a very large number of children, in fact in some degree to all of them, the experience of disciplined observation had its expression in art forms, some of extraordinary beauty, all of honest value.

Of especial beauty were the spatter prints showing the detail of tree foliage and blossoms. These prints, done in carefully chosen colors, were in many instances truly "works of art," as well as excellent records. The cover illustration was chosen from a group of prints done in green, beautiful in arrangement and accurate as a record.

The social value of an awakened and intelligent interest in conservation was a contribution toward the solution of one of our gravest national problems.

Again, the unit served specifically to fulfil that generalized objective which we call "integrating the child into his community," or some such similar phrase. For through the cooperation of the county office and the superintendent, various other county officers contributed their services to the schools in connection with this study. The Horticultural Commissioner and the Fire Warden spoke to the children of the various schools, and brought them visual materials and demonstrations of value to their study. The presence of these men, sharing their own work, impressed upon the children the importance and reality of the activities they were carrying on in their classrooms.

Various principals or teachers in different schools who happened to be specially well prepared in some one phase or another of the subject, gave talks to other schools of the county which were following the unit. For example, Mr. J. B. Gish, principal of the Woodside school, presented a well planned study of life zones of trees, their distribution by climate and altitude. Mr. Liddicoat, principal of the Ravenswood school, told the children of the county, and showed them, how tree seeds vary, and how they are distributed. This cooperation between the schools strengthened for the children the importance of their work, and was in itself a valuable first hand social experience.

It was generally agreed that the unit as organized contributed satisfactorily to all those essential skills that must be served if this type of educational procedure is to survive in our classrooms.

In short, we feel it a valuable contribution to our readers to offer this report of a unit which has in actual practice carried out to concrete success the "guiding philosophy" of our modern curriculum.

Bibliography of materials

Books for the teacher:

The Class Room Teacher: Classroom Teacher, Inc. See Index under "Trees and Shrubs" and "Plant and Animal Societies."

Science Guide for Elementary Schools, March 1935. Volume title is "Trees." California State Department of Education.

Teachers' Lesson Unit Series—No. 39: *Trees* by Helen R. Toellner, Bureau of Publications, Teachers' College, Columbia University.

The Forestry Primer: The American Tree Association, Washington, D. C.

Forest Handbook for California: California State Chamber of Commerce, Ferry Building, San Francisco.

Trees of Valley and Foothill: Western Nature Study Series, Vol. 1, No. 3, San Jose State College, San Jose, California.

Pack, Chas. Lathrop; Gill, Tom: *Forest Facts for Schools,* Macmillan Publishing Company.

Material for pupils:

Chart—*How a Tree Grows:* Forestry Service, Department of Agriculture, San Francisco.

Baker, Clara B.; Baker, Edna D.: *Bobbs Merrill Eighth Reader,* p. 282, Bobbs Merrill Company.

Bolenius, Emma Miller: *Bolenius Readers,* Houghton Mifflin Company. Book 5, p. 50; Book 6, pp. 63, 93; Book 7, pp. 76-77, 78, 128-134.

Briggs, Thomas H.; Curry, Charles M.; Payne, Leonidas W.: *Literature for the Junior High School,* Book 1, pp. 43-50, Rand McNally Company.

Coleman, Bessie B.; Uhl, Willis L.; Hosie, James: *The Pathway to Reading,* Sixth Reader, pp. 139-143, Silver Burdett Company.

Condon, Randall J.: *Atlantic Readers,* Book 1, pp. 178, 222, 325-327; Book 2, pp. 76-87.

Craig, Gerald S.; Condry, Margaret G.: *Pathways in Science,* Houghton Mifflin Company, Book 5, pp. 2-16, 241-281, 283-309.

Culp, William Maurice: *Tumba of Torry Pines,* Harr Wagner Company.

Curtis, Mary I.: *Stories in Trees,* Lyons Carnahan Company.

Corwin, Mae Johnson: *The Pioneer's Pathway,* Harr Wagner Company, pp. 16-35, 36-52, 53-69, 70-95, 96-106, 124-137, 138-149.

Davidson, Isabel; Anderson, Charles J.: *The Lincoln Readers,* Laurel Book Company, Book 7, p. 301; Book 5, pp. 106-109, 138-142.

Dorance, J. Gordon: *The Story of the Forest,* American Book Company.

Dorland, George W.: *In the Open Air,* McIndoo Publishing Company, pp. 39-56, 117-129, 215-220, 115, 128.

Duprey, William Torrance: *Our Plant Friends and Foes,* John C. Winston Company, pp. 167-179, 212-228, 229-244, 245-254, 255-265, 266-278.

Du Puy, William Atherton: *Wonders of the Plant World,* D. C. Heath & Company, pp. 46-47, 60-61, 62-63, 84-85, 90-91, 134-135, 146-147, 158-159, 186-187.

Du Puy, William: *Odd Jobs of Uncle Sam,* D. C. Heath & Company, pp. 38-44, 152-168.

Eichel, Chas. G.; Kehoe, Edward J.: Hornstein, Ingus: *The Treasure Chest of Literature,* Houghton Mifflin Company, Book V, First Half, pp. 17, 221-224; Second Half, pp. 64, 64-68, 84-85. Sixth Year, First Half, pp. 26, 56; Second Half, p. 64.

Elson, Wm. H.; Keck, Christine M.; Burris, Mary H.: *Junior High School Literature,* Scott Foresman Company, Book One, pp. 99-102, 103, 104, 105, 106, 107-109; Book Two, pp. 117, 119, 120, 121, 122, 125-127.

Freeman, Frank N.; Johnson, Eleanor M.: *Child-Story Readers,* Lyons & Carnahan, Fifth Reader, pp. 64-68, 179-182, 191-195, 325-327.

Gray, Clarence Truman: *The Workaday Readers,* D. C. Heath & Company, 6th Grade, pp. 152-153; 5th Grade, pp. 35-37.

Haggerty, Melvin E.: *Reading and Literature,* Book One, World Book Company, pp. 288-289.

Hill, Howard; Lyman, Rollo; Moore, Nelle E.: *Reading and Living,* Scribners, Book One, pp. 195, 196, 197, 436.

Horn, Ernest; Moscrip, Ruth M.: *Learn to Study Readers,* Ginn and Company, Book 4 for Grade 5, pp. 321-332.

Horn, Ernest; Snedaker, Mabel; Goodykoontz, Bess: *The Learn to Study Readers,* Ginn Company, Book V for Grade 6, pp. 101-113, 114-118.

Huber, Miriam Blanton; Bruner, Herbert B.; Curry, Chas.; Madison: *The Poetry Book*—VIII, Rand McNally, p. 146.

Lewis, Wm. Dodge; Rowland, Albert: *Whys and Wherefores,* The Winston Company, pp. 376-377.

Lewis, Wm. Dodge; Rowland, Albert: *Scouting Through,* The Winston Company, Book 6, pp. 138, 227-236.

Manly, John M.; Rickert, Edith; Leubrie, Nina: *Good Reading,* Scribners, Fifth Reader, pp. 93-95, 147-148, 369. Book 6, pp. 161-168, 510-516.

Moore, Maude; Wilson, Harry B.: *The Progress of Time,* Fifth Reader, D. C. Heath and Company, pp. 317-318, 319-320, 321-322, 323-325, 326-330, 331-332, 333, 360.

Moore, Maude; Wilson, Harry B.: *Moore-Wilson Reader,* Sixth Grade, D. C. Heath and Company, pp. 174, 385.

Moseley, Edwin: *Trees, Stars, and Birds,* World Book Company.

Pack, Chas. Lathrop; Gill, Tom: *Forest*

(Continued on Page 15)

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

The brief purposeful constitution of The Association of Children's Librarians of Northern and Central California creates the impression that it is an organization which will produce effective results. The following article by Nanette V. Morgan, Chief Children's Librarian, Oakland Free Library, bears out the impression given by the constitution of the association.

The Association of Children's Librarians, Northern and Central California

Is there any place in the world, except right here in California, where people go one hundred and seventy-five miles and back every month to attend a professional meeting? Some of the members of the Association of Children's Librarians do just this.

In April, 1935, Mr. Mitchell arranged an Institute for children's librarians of Northern California in connection with the U. C. Library School. At this Institute were children's librarians from all parts of the State who ordinarily never saw each other unless at the annual CLA conventions. They realized keenly how valuable were these days together and when someone proposed that they plan to meet often there was an eager response and an organization was born.

Organization

The first meeting, held in Oakland, was attended by only seven persons outside the Oakland group. At that time there was laid the foundation for a simple organization with policies discussed that finally crystallized into a constitution. During the months since that night some changes have occurred. The name has been changed from one that occupied four lines on an envelope, and then did not correctly describe us, to the present form. The plans for time and place of meeting have varied. For many months the group met in different libraries or bookshops around the Bay, even going to Saratoga on one delightful occasion, and the sessions were in the morning. Now all sessions are held in the San Francisco Public Library and in the afternoon during the ten months of the year that we meet.

Certain items, however, have never changed. Active membership continues to be open to all children's librarians and those responsible for work with children in public libraries in California north of Kern County; associate membership includes librarians not in active service, children's librarians in school libraries, authors, booksellers from children's departments, et cetera. We now have seventy-five active and fourteen associate members with an average attendance at the meetings of about fifty. The purpose as stated in the constitution has always been the guide—"to strengthen the work with boys and girls in public libraries of central and northern California through the consideration of children's books, discussion of various phases of the work, and the personal friendship of its members."

Book Reviewing

The major emphasis is given to the first part of the purpose stated—the consideration of children's books. The organization provides for a review committee, and the chairman selects books each month and assigns them to various members to be read and reviewed at the next meeting. The entire committee also reads these books and discusses them together. At the meeting, any member is welcome to comment on the reviews given —in fact the statement of differences of opinion is rather encouraged. New avenues of thought are thus opened up, standards are raised, and skill in book reviewing is advanced. Each reviewer makes out a report on a form slip that gives all the essential information about the book—author, title, publisher and price, a brief outline of the story, for what age and purpose suitable and a recommendation as to purchase or rejection. These reports are sent out to all the members each month with the minutes. The annual dues pay for this. During the year all the new books of any consequence are covered so this service is of great value to all children's librarians, especially those who have to be very careful for what they spend their few dollars. It is a buying guide for a great many. It has been interesting to watch the increasing confidence and skill with which this work of book reviewing is being done. We are looking forward toward the time when it shall have become a skilled craft. Some might say, "Why spend so much time reviewing books? Are there not plenty of places in which to find information?" The answer is that no reviews that appear in print give all the detailed information needed by a children's librarian in a public library. As one friend said, "These are so practical. They tell exactly the things we want to know."

All our time is not spent on new books. There is a constant link between the new and the old in that reviewers often refer to some older book that is better than the one in hand or should be superseded. In addition committees are formed to make special studies of particular subjects that call for lists—such as mystery stories, recreational reading for the retarded child, et cetera. At such times everyone in the Association who has already worked on the subject contributes the results and the lists found in print anywhere are also consulted and used. The work of school librarians helps here. When one library makes a list for its own use that might be of general interest, the list is contributed and announced to the group. In time we shall have accumulated a valuable collection of material that will only have to be revised and kept up-to-date to be used by all the members and thus obviate much duplication of work.

Sharing of Plans

The second division of the purpose, "discussion of various phases of the work," was notably carried out in the sharing of plans for vacation reading when, before and after vacation, time was given to this. We are growing toward a greater freedom in this respect. At first, when everyone was a stranger, there was considerable hesitation about expressing ourselves. But that is gradually breaking down and we are convinced that our greatest value as an organization will not be reached till we can frankly say in meeting what we honestly think and maintain warm friendship and respect through it all. We desire a group that can work together without being petty. Who better than children's librarians could achieve this?

The Inspiration of Comradeship

This leads me to the final division of the purpose—"personal friendship of its members." How can that strengthen the work with boys and girls in California? Well, it doesn't take much thought to know. Formerly we were a number of isolated individuals each of us doing the best we knew but without the inspiration that comes from comradeship — the confidence that comes from talking over a problem with another who knows or is working on the same thing. As one member put it, "When I wanted to talk my work over with someone, I had to get into my car and ride ninety miles." Now that same member goes much farther each month to the meeting, but it *is* each month, and there she sees not one friend, but forty or fifty or sixty others from all sizes and types of libraries in widely scattered places. Think what each may receive, but especially, what each may give! How can this escape building up and strengthening the whole work if we prize our opportunity? There is another side, too. At conventions we can go farther because we have a common background. But, when there is time, we can also play together better.

We do have some times for play, or at least for less work, at our monthly meetings. Many times we have some one from outside our group, or some special person from within, address us on a topic of general interest and we just sit and drink it in. Such a time was last December when Miss Abeel, from the College of Arts and Crafts, came and told us, seated in the display room of the San Francisco Public Library where originals from many of our best artists were on exhibition, about the art that goes into our children's books. It opened our eyes to the significance of these lovely illustrations and delighted us. And the day was rendered perfect when Mrs. Sayers told her favorite Christmas story, Roark Bradford's "How come Christmas?"

It is one of our definite policies to arrange times occasionally when all children's librarians, both public and school, can meet together. Twice this has been attempted. Last February it became possible through the efforts of our active and associate members to have Seumas MacManus here for a delightful late afternoon of story telling and sharing with us of his wonderful knowledge of Irish fairy tales. Again, after the last CLA convention a dinner was arranged in honor of Miss Beust, who had been in charge of the Institute there, when she brought echoes of the convention for the benefit of those who had been unable to attend. At this dinner we were favored with the presence of many of the most prominent school supervisors and librarians in the Bay region and officers in the school professional organizations. We plan to offer other attractions that will tempt busy school people to join us from time to time, though we realize how hard it is to find time suitable to both groups, since one or the other is carrying on during twelve or fourteen hours of every day.

Future Plans

What of the future? Frankly, we do not know. There have been times when we thought perhaps our organization was not needed because part of the work could be or was being duplicated by some other. But there are phases of value that cannot be duplicated, ever. We have a quite flexible constitution and are open minded toward changes that are expedient. That is all we

can do. There are some major difficulties, distance between members especially, that make committee work a problem sometimes. But we feel there is a way to do the thing that should be done and we can find it.

Notes

Regional cooperation along various lines was the theme of the fall meeting of the San Francisco Bay district, in San Francisco. Miss Jeanette M. Hitchcock of Stanford, the district president, arranged the program which included talks by William H. Carlson, formerly librarian of Vanderbilt University, Edith Schofield of the U. S. forest service library, Katherine Anderson of the University of California School of Librarianship, and Mrs. Enid Tanner and Mrs. A. W. Rose, both of the University of California library.

James D. Stewart, a library visitor from London, was a guest of the group and brought greetings from The Library Association of England.

Librarians who attended the meeting of the Mt. Shasta district, California Library Association, were enthusiastic about the main speaker, Dr. Leon W. Fuller of Chico State College. Dr. Fuller discussed economic and political conditions in the world today.

Miss Ella Whittle is president of this district which met in Oroville October 31st.

Muriel Mitchell has resigned her position as Imperial County Librarian to succeed Dorothy Chandler as librarian of Watsonville Public Library. Miss Chandler resigned in order to travel and then to take a library course in London. She is a graduate of Stanford University. Both Miss Mitchell and Miss Chandler are graduates of the University of California, School of Librarianship.

The San Juan Capistrano Branch of the Orange County Library was moved recently to a room in one of the old adobes of the town. This two-story adobe called the Casa Manuel Garcia was built by Don Manuel Garcia in the 1840's on the site of some earlier Mission Indian houses. The walls are two feet thick and the windows have iron grills. It is said the place fairly breathes of history and romance. All in all this branch library room is typical of San Juan Capistrano. The custodian of the branch lives in the building.

Announcement of School Library Meeting

There will be a meeting of the School Library Association of California, Northern Section, February 27, 1937.

10:00 a. m.—Business meeting. Professional Library School Administration Building, Oakland.

12:30—Luncheon, Lake Merritt Hotel.

Officers of the Association are:

President—Helen Pierce, Librarian Modesto Junior College.

Vice-President—Dora Smith, San Jose Teachers College.

Secretary—Marguerite Grayson, Mission High School, San Francisco.

Treasurer—Eugenia McCabe, Castlemont High School, Oakland.

Director—Mrs. Hollis Erickson, Marin Junior College, Kentfield.

How to see

TWICE AS MUCH

on your trip EAST

It's as simple as A, B, C.

A. Read the description of Southern Pacific's Four Scenic Routes below.

B. Pick the two routes that interest you most.

C. Plan to go east on one of these Routes and return on the other. This way, you see twice as much scenery . . . *and from most points in the West, this honest-to-goodness roundtrip doesn't cost 1¢ more than an ordinary roundtrip.*

CARLSBAD CAVERNS is a feature sidetrip from El Paso on our Golden State and Sunset Routes to the East.

OVERLAND ROUTE trains "sail" across the middle of Great Salt Lake. Shown here: streamliner City of San Francisco.

SUNSET ROUTE takes you from San Francisco and Los Angeles across the romantic Southwest of big cactus and flat-topped mesas, through Texas and Louisiana bayou country to New Orleans. Sidetrips to Carlsbad Caverns National Park and Juarez in Old Mexico. Trains: *Sunset Limited* and *Argonaut.*

OVERLAND ROUTE takes you directly across the continent from San Francisco to Chicago. It shows you the rugged peaks of the High Sierra and the Rockies. Your train skims over Great Salt Lake. Free sidetrip to Salt Lake City. Trains: *City of San Francisco* (streamliner), *Overland Limited, Pacific Limited.*

GOLDEN STATE ROUTE takes you out of Los Angeles, through Southern Arizona to El Paso, thence across the midwest to Chicago. Sidetrips to Carlsbad Caverns and Juarez, Mexico. Trains: *Golden State Limited, Apache,* and *Californian* (our new, fast train for coach and tourist passengers exclusively . . . meals 90¢ a day, etc.).

SHASTA ROUTE takes you northward from California to the Pacific Northwest. Sidetrip to Crater Lake. From the Northwest, you continue east on any northern U. S. or Canadian line. Trains: *Cascade, Klamath, Shasta* and *West Coast.*

Summer Notes

Summer excursion fares go into effect May 15. All Southern Pacific trains east are air-conditioned and air-cooled for summer travel. Plan your trip now. For free booklet (large illustrations) entitled "4 Scenic Routes East," address F. S. McGinnis, Dept. WJ-2, 65 Market St., San Francisco.

Southern Pacific

Four Scenic Routes East

CONFERENCE ON DIRECTION AND IMPROVEMENT OF INSTRUCTION AND ON CHILD WELFARE

This important gathering of California educators was called by the state superintendent and was organized by the members of the State Department of Education. It was held in San Francisco, February 1 to 5, and was attended by some seven hundred school administrators and teachers. The attendance of supervisors was especially large and Monday evening was the occasion of the annual business meeting of their association.

The group attending this conference and the program presented suggests comparison with the last similar gathering that was reported by the WESTERN JOURNAL OF EDUCATION, the Conference on Curriculum and Guidance held at Stanford University last July. The personnel, of course, differed considerably. The large attendance of class room teachers that was possible at the vacation conference was not to be expected at San Francisco, due to the fact that all schools were in session. Again, the summer conference was national in the fields from which it drew its speakers, leaders, and registered attendance, while the State Department Conference was a strictly state affair in personnel.

Aubrey A. Douglass, Chief, Division of Secondary Education

Aside from these obvious differences, there was a tone of quiet confidence that pervaded the varied programs of the State Conference, definitely contrasted to the heat, the fire-works and to some extent the undefined maze of discussion that characterized the summer meetings. Then the very philosophy of education was under challenge, and those who guided the course of curricula seemed to be trying to fit their practical program to the emerging new philosophy. The fitting process gave evidence still of difficulty and some confusion.

But California appears to have made her way through the worst of this process. Our leaders have agreed substantially upon a working philosophy which centers the program on the many sided growth of the child, and not on subjects. Our curriculum, still subject to warm debate on many points, is settling to an outline, flexible but at least discernible. The theory of program organization on the basis of some statement of the scope of social experience and the sequence of classroom approach, a theory so ardently debated last summer, has been accepted in California and needs only to be tested and revised by trial and further study.

Walter E. Morgan, Assistant Superintendent of Public Instruction

MEMBERS OF THE STATE DEPARTMENT OF EDUCATION, WHO PLANNED THE PROGRAM OF THE CONFERENCE.

Helen Heffernan, Chief, Division of Elementary Education and Rural Schools

In short, to an appraising outsider, the mood of the State Conference was not "Where do we go from here?" but rather "Let's go!", with a visible route and objective established.

General sessions

On Monday there were two general sessions only. In the morning the subject was "Curriculum Development." The leading speakers were Aubrey A. Douglass and Helen Heffernan of the State Department. Some points that emerged: What is meant by "scope and sequence"? The "scope" of education must coincide with the defined areas of human experience. The "sequence" in which children enter into an understanding of these experiences must be determined by their own emerging interests, guided but not forced by the school. The hope for the social future is forever linked with the opportunity for adequate personal development of the individual child. Schools are first, last and all the time, the defense of our democratic ideal, politically in the past, increasingly in the realm of economics.

Ivan R. Waterman, Chief, Division of Textbooks and Publications

The afternoon session dealt with these fundamental generalizations in terms of the actual classrooms of the state. Einar W. Jacobsen, Oakland Superintendent, outlined the organization by which the school administrators, handling the business of the system, can cooperate with teachers, to give them the appropriate tools, books and materials to carry on a progressive classroom program. William M. Brown reported on experiments in the secondary schools of Los Angeles. His feeling is that the program in this field is still too academic, too much conditioned by college considerations which do not apply to the majority of the students. Discussing the long-sought "core curriculum," Mr. Brown offered the tentative conclusion that some form of program centered about *guidance* will emerge, and that social studies, science, and arts will take their place around this center. Frank W. Thomas, President, Fresno State College, discussed trends in teacher training programs. Two points of

immediate interest emerged from a clear and thoughtful statement of the general desiderata for a teacher. 1. The increasing demand for training in the field of mental hygiene, and the problems of personality adjustment. 2. The development of incentive for in-service training, rewarded by a professional service degree in education.

Special group conferences

The two sessions of the second day and Wednesday morning were filled with conferences on special topics. We say "filled" advisedly, for there were thirty-six such groups listed in the program. No attempt can be made to give even the list of outstanding leaders and the subjects discussed, as they covered practically every phase of school activity, both vertically, by grade levels, and horizontally, by subject scope.

However some generalizations seem possible, based on a distracted effort to "cover" the group conferences. There is an impression that the interest of attending teachers was strongest in the subjects of guidance, of growth, of personality development, of handicaps, and the problems of adjustment. As far as attendance was an indication, less interest was felt in the discussion of skill subjects and the technique of teaching them. To generalize still further, teachers are responding to the present demand of education, a child-centered, not a subject-centered, school room. Even in the groups discussing specific skills, as reading, the emphasis was laid on the individual need of the child, *wherever he is* in grade level.

Finances and administrators

A place was given in the program to this important phase of the educational scene. In two sessions the machinery and the problems of financing the schools, elementary and secondary, were presented by Mr. Morgan and Mr. Waterman. These leaders were subjected to a grim barrage of questions from a very informed and attentive group of superintendents. To the unpracticed ear of the reporter, Mr. Morgan's effortless command of a stream of figures, facts, and laws seemed little short of miraculous, while his quick understanding of local problems and his ability to suggest detailed solutions was a tribute to his mastery of his intricate field of statistics and research.

School Supervisors Association

Supervisors were in attendance in large numbers. They loyally support their association. The annual business meeting was held Monday afternoon. Henry F. Bishop, general supervisor and curriculum director, Fresno County, president of the association, presided.

Election of new officers as follows: President, Helen S. Thomas, Imperial County; First Vice-President, Mrs. Ruth Edwards, Colusa County; Second Vice-President, R. T. Neideffer, Bakersfield; Secretary-Treasurer, Dora P. Glines, Orange County.

Miss Heffernan in an impromptu speech discussed the new order in supervision. Her talk was so practical as well as inspirational that Eleanor Freeman of San Mateo County suggested from the floor that it be made available to all supervisors.

We hope to have the privilege of printing it in a later issue of the Western Journal of Education.

Supervisors' Banquet

The committee in charge of this event richly deserved the vote of thanks so heartily offered by those who shared the supervisors' hospitality. The Contra Costa group contributed to the gay mood of the evening by a hilarious dramatic presentation, which they wrote and acted as a "co-operative activity." When educators can make fun of themselves so wittily the public should be reassured that our schools are safe, and that a reliable sense of humor will maintain a balance between common sense and experimental theory.

Dr. Dexter, not yet officially presented in his new capacity, added an informal note of gaiety by his own account of his appointment. On the more serious side, Michael J. Brickley, of the Sacramento Junior College, gave a scholarly presentation of the historical facts that lay back of the abdication of Edward VIII.

Closing general session

Wednesday afternoon brought the climax of the conference when, before the entire assembly of teachers, Mr. Walter E. Morgan, Assistant Superintendent of Public Instruction, introduced the new superintendent, Walter Dexter. Superintendent Dexter's speech is reported in another part of this issue. Other speakers on this rather extensive program were George J. Hatfield, Lieutenant Governor, and Judge Theresa Meikle.

Visits to local schools

Thursday and Friday were devoted to a carefully prepared program of classroom visits. Teachers registered for the trips that specially served their individual needs. In spite of stormy weather visitors took advantage of the opportunities offered by the schools of San Francisco, San Mateo, Marin, Alameda and Contra Costa Counties, and felt that these trips and the discussion group that followed each one, were a valuable supplement to the conference program.

HOW SHOULD TEXTBOOKS BE SELECTED?

A topic that is sure to start spirited debate among any group of people interested in education is the selection and purchase of school books. This subject has so many implications of far reaching importance that it is inevitably a storm center of discussion. Yet opportunities for a planned and balanced discussion, open to all the three groups primarily involved in its solution, have not in the past been offered any of our educational agencies.

At the recent State Conference held in San Francisco a beginning was made that might lead to something definitely practical and helpful. A group conference under the leadership of Superintendent Jacobsen of Oakland listened to four papers read by school administrators. The methods of selection followed in the State was discussed by Ivan R. Waterman, Chief, Division of Textbooks and Publications, State Department of Education; in a county system, by Mrs. Portia Moss, Superintendent of Schools, Placer County; in a high school, by George C. Jensen, Principal, Sacramento Senior High School, and in a city system, by A. H. Horrall, Assistant Superintendent of Schools, San Jose.

These able papers were followed with careful attention by an audience that was largely composed of "bookmen," that is, the field representatives of the school book publishing companies. At the close of these presentations, Mr. Jacobsen called upon a number of the bookmen to make some comment on the papers read or to offer suggestions of their own. A response was forthcoming in each instance, as adequate as possible under the circumstances.

But among the bookmen who afterwards discussed this conference, there was a feeling that the "circumstances" were not very favorable to them. They had come as listeners and had not anticipated the opportunity for comment or suggestion. The ablest of speakers is under a disadvantage when he is unexpectedly shifted from an attitude of listening to discover another's point of view to the position of one who is asked to present his own point of view.

However, in spite of this unplanned situation, some good exchange of ideas was accomplished. Why should not this beginning of fair discussion be followed at an early date by a better planned opportunity for an adequate presentation of all sides of this important question? School people must spend thousands of dollars on books. Publishers tie up very considerable amounts of money in their ventures, which involve inevitable risks. Writers of school books put in jeopardy immense amounts of labor and the sacrifice of valuable "margins of leisure." Why can't we get together in some forum of representative and democratic discussion, and attempt to work out a solution of the problems involved in this immensely important matter?

We have learned to look to our own State Department of Education for progressive leadership. We should like to offer respectfully to them the suggestion that they confirm our faith in their leadership by planning such an opportunity for schoolmen, bookmen and authors to get together and to make a beginning toward threshing out their individual and their common problems.

THE TERRACE

San Francisco's Delightful New Tea Room

Luncheon 35c-75c
Dinner 50c-75c

Open 11-2:30—4:30-7:30
Sunday Dinner, 4 to 7:30

334 SUTTER ST. (Third Floor)
DOuglas 9413

WESTERN SCHOOL NEWS

THE CONFERENCE OF SECONDARY SCHOOL Principals is announced for March 22-24, 1937, at the St. Francis Hotel in San Francisco.

IT IS WITH REGRET that we learn that George Fickes, Principal of the Lincoln School in Vallejo, passed away on February the third. Mr. Fickes was a good school man and a loyal supporter of the place of the principal in the organization of the elementary schools.

THE NEWS BULLETIN of the California Elementary Principals' Association for February is an excellent number. Principals who do not belong to that association would do well to join it if only for the purpose of receiving the bulletin. Fred Zimmerman of Oakland is doing an excellent job of editing. Marin County, San Francisco and Oakland report the largest units of members in the Bay Section, with 16, 28, and 36 members respectively. Vallejo leads with one hundred percent membership, all eight of the elementary school principals belonging. Alameda is next having seven out of eight principals as members. The goal which the association has set for itself is 225 members. They now have a total of 165 for the Bay Section, leaving 60 as the number yet to secure. Principals in the Bay Section who are giving thought to the professional advancement of the elementary school principal should join the association and further the work as well as increase the strength of the organization.

William J. Burkhead of Sacramento, State President of the C. E. S. P. A., announces that the state convention for this association will be held in Sacramento, March 19-20. The morning of Friday, March 19, will be devoted to registering and visiting Sacramento City Schools and the state legislature. Principals who have been studying under Doctor George C. Kyte will discuss their findings. Doctor Paul Hanna of Stanford University, Miss Helen Heffernan and Leo B. Baisden will be speakers at the convention. The convention will be well worth attending and the opportunity to visit the city schools of Sacramento in action is in itself a privilege.

AMONG OTHER interesting items which we have taken from the News Bulletin of the C. E. S. P. A. is the announcement that Mrs. Lucy Crase is resigning her position as principal of the Piedmont Avenue School in Oakland. Mrs. Crase's husband has moved to Petaluma as assistant vice-president in charge of the Petaluma office of the American Trust Company. Mrs. Crase has been one of the very able principals of the Oakland School Department.

ELMER L. CAVE, Superintendent of Vallejo Schools, has this year appointed Doctor Edward Giant as optometrist for the Vallejo Public Schools. A testing program has been in operation during the fall term and seventy-one percent of all children examined showed some eye deficiency. While many of these children possessed a very keen sight in relation to distant objects, reading matter and close objects caused them much difficulty. In many instances poor standing in school grades was attributable to eye difficulty. Doctor Giant reported that many of these children are from the better homes of the community. In many instances the cases were reported by teachers whose opinions proved to be remarkably accurate.

VIERLING KERSEY who became superintendent of the Los Angeles City Schools on February first is taking over a larger system than many of us realize. "A Primer of School Facts" published by the School District, Office of the Superintendent, in August, 1936, gives the following figures regarding Los Angeles schools:

Teaching Positions—	
Kindergarten	395
Elementary	4,921
High School	4,904
Junior College	181
	10,365
Schools—	
Elementary	293
Junior High Schools	23
Senior High Schools	33
Junior College	1
Trade College	1
Continuation High School	1
School of Adults	1
Schools for Handicapped	6
Evening High Schools	24
	383
Average Monthly Payroll	$2,181,948
Total Enrollment (June 30, 1936)	396,108
Sum spent for supplies school year ending June 30, 1936	$482,502.07

THROUGHOUT CALIFORNIA the schools are fast becoming library-minded. This is shown not only in the library table of charming books in the kindergartens but is evident through all the school levels to the library and reading collections in colleges. Leaders in all parts of the state are discussing library methods, methods of evaluating books, methods of purchasing books and the library room itself.

Superintendent Charles E. Hughes of Sacramento has developed throughout the city schools an excellent library set-up. Under the direct supervision of Leo B. Baisden, Assistant Superintendent, and Miss Jewel Gardiner of the Teachers' Profesisonal Library, the elementary schools have built up good libraries and have coordinated the courses of study and library use. A new study is now being made of methods of evaluation and recommendation of both supplementary texts and library books.

Superintendent Hughes some time ago put through a plan for new library facilities at the Sacramento College. Those plans are now completed in the form of a new library building. These quarters include two library reading rooms, each room seating about two hundred students. The rooms are finished with acoustic plaster which should be a welcome help to concentration. The librarians hail the well equipped and roomy working quarters and large stack rooms. There is a comfortable and attractive reading room for the faculty. In addition to the library facilities, rooms are provided for the anthropological museum and a gallery for the art exhibit, the Sacramento College art department being widely known. There are also four class rooms in the building.

Miss Margaret Eastman, the librarian, carried on an excellent library program for

INTEREST GOES UP
FAILURES GO DOWN

When You Use the Popular

KELTY HISTORIES

Three attractive textbooks for the middle grades—How Our Civilization Began, The Beginnings of the American People and Nation, and The Growth of the American People and Nation—which make history interesting and easy for young children. . . . New Pupils' Guides and Teachers' Manuals are now available.

Used in Los Angeles, San Diego, San Bernardino, Ogden, Salt Lake City, Bellingham, Yakima, Port Angeles, Seattle, Vancouver, Wenatchee. Adopted for co-basal use in Nevada and for supplementary use in Utah.

Send for circular No. 556

GINN AND COMPANY

45 Second Street, San Francisco

many years under the handicap of crowded and inadequate quarters. The new library building is thoroughly enjoyed by students, librarians and faculty alike. It should greatly increase the effectiveness of the educational service in the Sacramento College.

Miss Helen Heffernan, Chief of Division of Elementary Education and Rural Schools, is giving a course in reading and literature in the elementary schools at Red Bluff during this school year. The course is being given under the direction of the State Department of Education. It covers the basic fundamentals of reading, including reading readiness, the development of a reading program and remedial work at different levels including seventh and eighth grades. Methods of evaluating available reading materials are being given and studies of prose and poetry.

An interesting recognition test was given recently in the field of children's literature. It is surprising to find how much you think you know that you do not know! The class, however, which is composed of about thirty Red Bluff and Tehama County teachers and a few from Shasta County acquitted itself well enough to receive favorable comment. No one person had a perfect score, but every character and quotation included in the test was recognized by some individual, thereby saving the reputation of the class as a whole!

Lewis H. Britton, County Superintendent of Schools of Santa Clara County, is holding an institute this year in five sessions spaced in intervals of about a month. Doctor Paul Hanna of Stanford University is giving a course over the five sessions. At the January meeting he discussed (1) typical learning situations with groups of children in a progressive school, (2) various proposals for developing a program of curriculum organization from kindergarten through college, (3) the part teachers may play in curriculum development. An hour of presentation on these points was followed by an hour of discussion.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(Formerly California School of Arts & Crafts)

SPRING TERM NOW IN SESSION

PROFESSIONAL training for congenial life work in advertising art, illustration, costume design, interior decoration, the fine arts, and teaching art in the schools (state accredited course). The Bachelor's degree is granted in Fine Arts, Applied Arts, and Art Education.

SPECIAL after-school art class for teachers. Also special evening classes in the arts and crafts. Saturday morning art classes for children and adults.

Write F. H. Meyer, President, for Catalog.

Broadway at College Avenue
Oakland, California

IN SAN FRANCISCO THEATRES

The internationally famous diseuse, Ruth Draper, is to be the attraction at the Geary Theatre for one week commencing with Monday, February 22nd. Miss Draper's program of character impersonations has been a triumph on both sides of the Atlantic and the star's former visit to San Francisco, some nine years ago, was one of the outstanding events of the season. Crowded houses enjoyed her very remarkable impersonations of a decidedly varied type.

The muchly read book, "Lost Horizon," has been made into a road show picture at a cost of $2,500,000. Its premiere in San Francisco is announced for March 11th by the Geary Theatre.

Leslie Howard is presenting this week at the Curran Theatre a notable version of "Hamlet." The premiere of Mr. Howard in this drama, his first return to the stage after many fine achievements on the screen, occurred in the Boston Opera House, and the star, cast and production were all enthusiastically acclaimed. Afterward, brief engagements were played in Philadelphia and New York. Then receiving word that he must be in Hollywood early in the spring to make a picture for Warner Brothers, Mr. Howard has since appeared in Chicago, Cleveland, Cincinnati, Pittsburgh, Kansas City, Denver and Salt Lake City. In brief, his "Hamlet" has been seen in fewer than a dozen cities all told, so that playgoers of San Francisco are among the fortunate ones to be so favored.

Perhaps the highest praise which has been bestowed upon this prince of actors for his inspired impersonation of the difficult role of "Hamlet," was that of Hugh Walpole, the eminent author, who said: "I have seen dozens of Hamlets. Leslie Howard's is the most real Hamlet I have ever seen, and wonderfully sympathetic. No one interested in the theatre should miss the extraordinary sincerity and beauty of Leslie Howard's interpretation."

A UNIT ON TREES

(Continued from Page 9)

Facts for Schools, The Macmillan Company.

Pearson, Henry Carr; Hunt, Chas; Wesley: *Everyday Reading*, Book 1, pp. 23-25.

Pennell, Mary E.; Cusack, Alice M.: *The Children's Own Reader*, Book 6, Ginn & Company, pp. 149-150, 271; Book 5, pp. 419-426.

Pusing, Ellis C.; Wildman, Edward E.: *Elementary Science by Grades*, Book IV, pp. 63-70, 71-78, 235-239, 240-246.

Rowland, Sydney V.; Lewis, Wm. Dodge: *Rich Cargoes*, Winston Company, pp. 198-199.

Rolfe, Mary A.: *Our National Parks*, Sanborn Company, Book Two, pp. 33-45; Book One, pp. 44-47, 162-167, 167-172, 172-179, 180-196.

Stokes, Susan: *Ten Common Trees*, American Book Company.

Suzzallo, Henry; Freeland, George E.; McLaughlin, Katherine L.; Skinner, Ada M.: *Fact and Story Readers*, Book 5, American Book Company, pp. 247-250, 318-319.

Thompson, Ruth; Wilson, Harry B.: *The Modern School Readers*, Book 5, Harr Wagner Company, pp. 185, 187, 188-192.

White, Margaret L.; Hanthorn, Alice: *Do and Learn Readers*, Third Reader, pp. 229-249, 250, 251.

BOOK REVIEWS

The Unit-Activity Reading Series, by Nila Banton Smith, Silver Burdett Company.

Consists of a pre-primer, "Tom's Trip"; a primer, "At Home and Away"; Book One, "In City and Country"; Book Two, "Round About You"; Book Three, "Near and Far." With each book there is an abundance of supplementary material, charts, cards, and looseleaf practice pads. Teachers' Guides to accompany this series were prepared after the reading materials had been tried out in actual classroom conditions. In organization, content, and method this series embodies the philosophy and the best experience of the unitary and activity type of teaching. It is so well supplemented by the "Guides" that it should be of especial value to teachers who are taking the initial steps away from the old traditional classroom procedure, toward the present child centered concept of teaching.

Home, by Waddell, Nemec and Bush. The MacMillan Company. Price, $.80.

A first grade book of easy reading level. Interesting stories and clear well drawn large scale pictures to give the child background material for the activity units centered around home life, the established center of interest in the usual first grade organization. Stories of home life in town and country are supplemented by grandfather's stories of home life long ago.

Here Comes the Postman, by Dorothea Park. Houghton Mifflin Company. Price $.64.

Supplementary reader, easy second grade level, provides background material for the activities centered in community life, through stories of a postman in a modern city, and mail carriers of faraway lands as well. .

The Follett Picture-Story Series. 40 pages each. Price, $.15 each. Follett Publishing Co., Chicago.

Booklets prepared to give visual material, exceptionally clear and well chosen, to illus-

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters

Office	Residence
208 Crocker Building	450 17th Avenue
Garfield 1346	Evergreen 1560

San Francisco, Calif.

ST. GERMAIN RESTAURANT

60 Ellis Street, San Francisco

Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.

Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00

Phone: SUtter 2980

trate some of the units of experience usually undertaken in the primary grades. The accompanying factual material is of easy third grade reading level. The books will be useful however to younger children for the pictures alone, and the information will be found within the comprehension of first and second grade children if read to them. The titles so far published are: Milk, Bread, Food, Trains, How We Travel, Indians, Wild Animals, Boats, Airplanes, How a City Serves Its People, Life in the Alps, Famous Pictures. Attractive, inexpensive books for children published by Rand McNally and Co.

BUSY LITTLE BOYS AND GIRLS, by Hazel M. DuCles. List price, $.10.

Illustrated by interesting photographs of home life, 10⅞"x8½", which gain and hold the attention. This picture book is especially prepared to help improve the speech habits of small children.

THE ROBIN FAMILY, by Anne Altha Singleton. Bruce Humphries, Inc. Price, $1.50.

A collection of charming verses ready to delight all children—Part one, "For the Almost Young," and Part Two, "For the Very Young." The five illustrations are designed to appeal to the young reader's creative instinct, and to challenge him to attempt his own sketches.

LITTLE FRIENDS FROM HISTORY, by Mariel Wilhoite. Price, $.10.

This book, 14"x11", contains appealing colored cut-out figures, and interesting little stories.

CHILDREN OF LAPLAND, by Thora Thorsmark. Price, $.10.

Size 6⅞"x6". Illustrated by photographs and presents an interesting description of the gentle "Unknown Folk," their customs, etc.

AIRPLANES, by John T. McCoy, Jr. List price, $.10.

This book, 13"x10½", is illustrated by full-color scale drawings of eight airplanes, and photographs, and also contains a descriptive text.

Quality

SALTED AND UNSALTED NUTS
for Less
Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop
791 MARKET STREET
(Next to California Theater)

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery

Main Store
1120 MARKET STREET
Opposite 7th Street

Telephone MArket 3303-3304

Specializing in food products for building and maintaining health

Send for Free Catalogue

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the only state-wide professional society which unites teachers of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the proper development of California's most prized product—her children. It provides the surest way for teachers and friends of education to exert influence on school problems. Every State has such an association.

Foremost in the Association program over many years has been the insistence upon professional interests and activities. State-wide committees and conferences of the Association, working with Section leaders, have co-operated in every major educational advance and progressive front.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This insures high standards of service to school children and good living conditions for teachers.

California has a strong, workable tenure law, a law for which this Association is directly responsible. The Association advocates improved professional ethics and standards.

Through the Association, rural supervision has been established and retained.

California Teachers Association inaugurated the laws by which teachers are entitled to receive salaries during illness and retirement salaries upon completion of service.

At each successive Legislature, the Association has fostered good school laws. A great service of the Association has been the defeat of bad legislative proposals.

a. California Teachers Association has fought successfully for the retention of free adult courses.

b. The Association has defeated persistent efforts to deprive school boards of their right to fix and administer school budgets.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and state-wide newspaper publicity.

Through its Placement Service, with offices in Los Angeles and Berkeley, the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued many statements and bulletins on major educational problems.

The Legal Department provides Association members with authoritative opinions on matters of school law.

Every teacher in this State should belong to California Teachers Association. Join now!

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

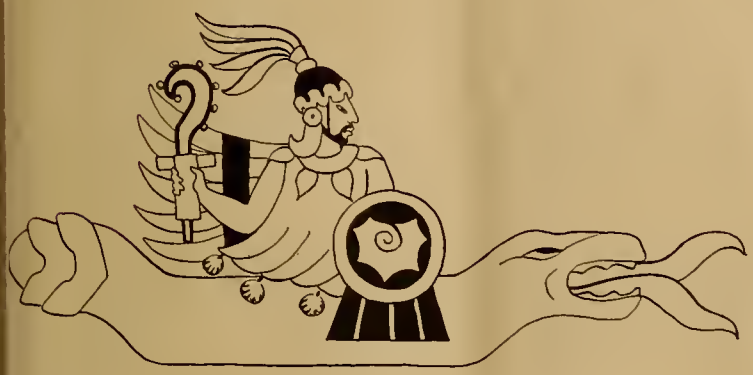
CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

SAN FRANCISCO
PU[illegible]ARY
PERIODICAL DEPT.

The Western Journal of Education.

Founded in 1895 by Harr Wagner



In This Issue:

Jottings of a Traveling Bookman. W. M. Culp..... 3

Echoes from New Orleans..... 7

American Association of Junior Colleges. A. J. Cloud..... 7

A Unit on Mexico. Sibyl H. Whitworth..... 8

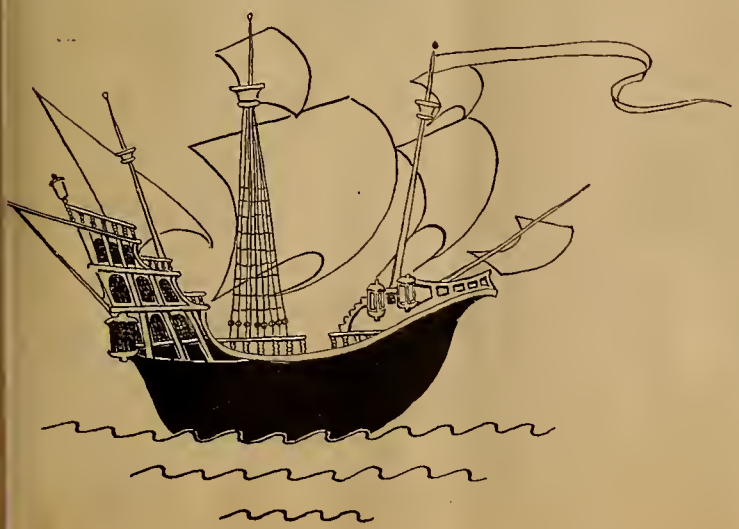
A Developmental Program in Reading. A. H. Shipley.....11

Library News Department. May Dexter Henshall.....12

Western School News.....14

Books for Social Studies.....16

March, 1937



ENGLISH USAGE Practice Books

SPOKEN DRILLS AND TESTS IN ENGLISH

Mabel Vinson Cage

For Junior Highschool

List Price $1.25

FIRST DRILLS IN ORAL LANGUAGE

Mabel Vinson Cage Gretchen Wulfing
Mabel Breeden

For Grades Three and Four

List Price $.90

(Based on second-grade vocabulary difficulty)

AN ORAL LANGUAGE PRACTICE BOOK

Mabel Vinson Cage

For Grades Five and Six

List Price $.90

The aim of these books is to establish lasting habits of good speech.

The old formal grammar functioned little in speech.

These books are **different** from other texts, for they are essentially **courses** in **ear training.** Language is learned by sound, and grammatical knowledge alone will never establish right speech habits.

Cumulative Oral Habit Tests provide a distinctive feature of this series.

The point of view which characterizes this series c books is expressed by the following statement, which i quoted from "An Experience Curriculum in English," a re port of the National Council of Teachers of English, a page 242:

"In the teaching of correct usage the aim is **habit form ation,** not knowledge of correct forms. 'Until a languag form is definitely established as a **habit,** it has not bee taught'."

HARR WAGNER PUBLISHING COMPANY

609 Mission Street, San Francisco, California

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage. Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO

230 EDDY STREET

DRIVE IN OUR GARAGE

Better *because it is always* **fresher**

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLIII, No. 3 | SAN FRANCISCO, MARCH, 1937 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

THE MORE one travels among the schools of the industrial east particularly among the cities of the Eastern seaboard the more one is impressed by the present tremendous educational problem of Americanizing the children of a vast horde of our populace. We think customarily that in the past four hundred years the people who have come to the New World have finally become assimilated and endowed with a respect and love for democracy. It is apparent to a large number of critical observers that the balance of voting power now concentrated in our large cities is not Americanized, is more European in outlook than American, and that outlook is being capitalized by politicians for their own purposes. This places a heavy load on the public school, which is faced with the task of educating so that its product may perceive the true from the false.

IN THE eastern United States the breaks in the ranks of the superintendents by death this past year have been unusually large Among the noted educators who have passed away have been Dr. Patrick J. Campbell of Boston, Mass.; Dr. John H. Logan of Newark, N. J.; John H. C. McCarthy of New Haven, Conn.; H. W. Dodd of Allentown, Pa.; Dr. Clifford J. Scott of East Orange, N. J.; and Dr. Frank G. Pickell of Montclair, N. J.

DURING THE first part of February the Board of Education of Newark, N. J., elected Stanley H. Rolfe Superintendent of Schools succeeding Dr. John H. Logan, who died last year. Mr. Rolfe has been associated with the Newark public school system for twenty-five years. During this period he has been teacher, principal of both the Wilson Avenue School and the Hawkins Street School, and assistant superintendent of schools the past eight years.

TEXAS DURING the biennium that ended last August 31 expended for education $85,100,674. Of this amount $72,700,000 was for free public schools and $12,340,674 for state institutions of higher learning. $2,511,312 was spent for textbooks.

DR. WILLIAM S. LEARNED, staff member of the Carnegie Foundation for the Advancement of Learning, says in the foundation's thirty-first annual report that the majority of college students of education are inferior to non-teachers in nearly every field of study. He adds insult to injury when he states that education students show up badly when compared with students four years below them, who represent the educational problems with which they must be prepared to cope. He holds this is due to the fact that teaching students are not generally well-rounded individuals, because they lack that common body of substantial, interrelated ideas that characterize the educated person.

Dr. Learned writes "A candidate must know the specific thing he is to teach, but his eventual worth as a teacher is contained in the perspective of the thing he teaches, against the thing he is in his complete intellectual and emotional character." He says further, "Our present system of pigeonholing a small, traditional group of ideas in the mind of a specialist, then requiring a student to accept and respect these bounds, and put together an education out of technical bits contributed by uneducated people, has never worked out except in the minds of school and college registrars. When it is not irritating it is deadening to force genuine learning into such a path."

He also writes: "The best teacher should come from the group of seniors having their literary and social-studies courses closely packed around the plus 1.0 sigma point, with foreign literatures at or near the top. It is minds like these, keen and aware, well equipped with the facts and philosophy of life . . . together with the finer outlook which these produce, that should be available to students, to guide and stimulate their learning."

Dr. Learned bases his observations on the results of the foundation's ten-year study of the relation of secondary schools to higher education in Pennsylvania.

DR. LOUIS R. ALDERMAN, national director of the educational division of the WPA, is author of the statement that illiteracy is costing the United States $1,200,000,000 in decreased earning power. Dr. Alderman bases his opinion from the work 40,000 WPA teachers are doing in extending the adult education program among 2,000,000 students each year.

WIDE PUBLICITY has been given in the eastern United States to the fact that Dr. Elmer Scott Holbeck, principal of the Woodrow Wilson School in Passaic, N. J., has recently completed a one-year exchange with Mr. George Hetzel, principal of the John Marshall junior high school, Pasadena, California. Dr. Holbeck reports the "Advantages of exchange include the integration of school systems, acquisition of broad educational experience, observation of new methods and conditions, and opportunities to travel and to scrutinize different social and political viewpoints." In the recent exchange both men examined courses of study, State departments, types of control, discipline, extra curricular activities, supervision, teacher problems, finance, school buildings and parent cooperation.

DR. PAUL S. BURGESS, president of the University of Arizona, rated a story in the metropolitan newspapers of New York City, over his statement that the day of the "self-made" man is nearly over. He is quoted as saying that only for a little longer will men of eminence be able to point to success despite meager educational advantages. He considered politics to be the last stronghold of the "self-made" man. And he stated even in politics success must soon go to men trained in political science. Electricity, he declared, really spelled doom for the "self-made" man, because the complicated machinery of industry had made it increasingly difficult for the untrained man to forge his way to the top. He emphasized the fact that technical knowledge needed for advancement in the sciences, business management or sociological conditions is becoming so complicated that very few men will be able to acquire it unaided. He claims that the 1936-1937

edition of Who's Who verifies his contention. It lists one of every 170 college graduates in the nation, but only one of every 1,700 high school graduates and one of every 51,000 grade school graduates.

THE "CULTURAL OLYMPICS" which the School of Education of the University of Pennsylvania is sponsoring this year under the leadership of Dr. Frederick C. Gruber has been entered by forty-one public and private educational institutions and thirteen social service agencies. These Culture "Olympics" with the idea of carrying the idea of athletic competition into cultural subjects are confined this first year to sections of Pennsylvania, New Jersey and Delaware with the hope that in time they will assume nation-wide proportions. The competitions will include work in music, graphic and plastic arts, speech, literature, and the dance.

ASSISTANT SUPERINTENDENT OF NEW YORK SCHOOLS Dr. John L. Tildsley considers the proposal of the John Dewey Society for the Study of Education and Culture, that textbooks be banished from the life of school children, to be "a very foolish recommendation." He contends "The orderly organization of knowledge is imperative for pupils, particularly in the elementary grades. Only later in a child's school life can he be turned loose in a library in the expectation that he can gain knowledge for himself." Dr. Tildsley considered that the abolition of texts in the large overcrowded New York City high schools would leave education in a chaotic state. He believes that the Dewey society's plan could operate successfully only in a school having exceptionally bright pupils, a well-equipped library and small classes. He disputes the society's contention that textbooks promote mere memory work. He says that good teachers always supplement the material read by the pupils at home with lectures of their own. Dr. Tildsley agreed with the society's assertion that textbooks become out-dated rapidly, but asserted teachers themselves become out-dated even more rapidly if they do not study continuously.

HARVARD UNIVERSITY is considering ways and means for reducing the average age of its scholars, candidates for doctorate degrees, who have teaching as their goal. Dean George H. Chase of the Harvard Graduate School of Arts and Sciences suggests provision for an earlier start and a continuing concentration of graduate study so that they may receive their doctorate degrees five years earlier and therefore begin their teaching careers around twenty-five years of age instead of around thirty years as at present. He finds that the average age of those receiving Doctor's degrees from Harvard is now slightly over thirty years of age due to the fact that many candidates were unable to devote their whole time to study, because they had to work to earn a living. Dean Chase considers as a trend in the right direction the assistance of graduate students. In the Harvard experiment exceptional scholars are relieved of the necessity of working their way by fellowship stipends granted to cover all expenses. At present 153 students are receiving scholarship and fellowship grants costing $80,000 and some thirty-six students are being aided by teaching appointments.

THREE NEW YORK CITY high schools, the Julia Richman, Newton and Straubenmuller Textile High Schools, are carrying out an unusual successful co-operative training program of their business pupils with several of the large department stores of New York City such as R. H. Macy, Best & Co., Bloomingdale's, Lord & Taylor, James McCreery, Bonwit-Teller and B. Altman. The system combines regular high school courses with actual business training in the department stores. The students in the third and fourth years of their high school commercial courses attend school and work in the stores on alternate weeks. Two students are trained for a particular job, working and attending school on alternate weeks. In their school work stress is laid on arithmetic and personality training although the students cover thoroughly all subjects in the high school commercial course, supplemented by the business training. Miss Grace Brennan, supervisor of cooperative placement for the Board of Education, has succeeded in finding jobs for 67 per cent of those now

Progressives and Reactionaries

challenge you in the columns of

THE EDUCATIONAL SCENE

Social, cultural, and educational changes discussed by authorities.
Interesting and informative.

SUBSCRIBE NOW
$2.00 the school year.

Mail your subscription to

THE EDUCATIONAL SCENE
P. O. Box 830
Hollywood, California

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town Shopping District, San Francisco

Chinatown and Famous Restaurants Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station and Southern Pacific Station

Located At
SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service of Continental Flavor

250 ROOMS

Management SAM D. ADKISSON

My "Posture Pal"

to him . . . . and to many another happy school child

The American Universal Better-Sight Desk

With "Posture Pal" he *likes* to sit erect . . . shoulders back . . . chest expanded . . . head up . . . because this is then the easy, natural, relaxed way of sitting.

He takes pride in keeping it handsome and clean . . . for his "*Posture Pal*" is one of the best school desks ever made. . . . But the *best is none too good for him.*

He enjoys work in "*Posture Pal*" . . . likes to use the desk top . . . the reading rest . . . the seatswivel . . . they all work so smoothly and quietly.

NECESSARY for "sight-saving classes."
HELPFUL for pupils with impaired vision in any class.
VALUABLE for the protection of eyes and health of every child.
A GREAT LEADER of a great line of leaders.

A Free Copy of Booklet, "Guardians of Eyes and Health at School," *will be sent to School Officials and Teachers. Address Dept. WR3*

AMERICAN SEATING COMPANY

Public Seating for every School, Theatre, Church, Auditorium, Stadium and Bus requirement. GRAND RAPIDS, MICHIGAN. *Branch Offices and Distributors in all Trade Areas.*

Scientifically designed equipment for every classroom requirement . . . Economically priced for any budget.

AMERICAN SEATING COMPANY
California Division:
207-225 Van Ness South - San Francisco
6900 Avalon Boulevard - - Los Angeles
Address above offices for catalog describing complete line of general school supplies carried in stock.

eligible to work, and during the last Christmas shopping season she had 90 per cent of the group employed, all at prevailing wages.

New York City is experimenting this year to find out how close is the relation between reading failure and juvenile delinquency. Or rather they are experimenting in the slum areas to find out how far intellectual and moral mal-adjustments of the children may be bettered by the simple means of giving them individual help in learning to read. Five hundred WPA teachers, who for for the past two years have been giving first aid to pupils with reading difficulties in the various city schools, are now to be concentrated in the slum or near-slum areas. Here, children slow in reading accomplishments, unadjusted to their age group, the pre-delinquents of their neighborhood, are to be taught in small groups of twelve to fifteen. The aim is to study each individual case, make individual adjustments, bring the pupil up to his regular age grade level, and make each child feel he has a place with the rest of the children. The feeling of inferiority and its resultant loss of interest in school affairs is believed the first cause that leads to wrongful activities. In past cases Dr. Arthur I. Gates of Columbia University has estimated that the PWA teachers have obtained good results in 93 cases out of 100. WPA records show that last year 26 per cent of the project pupils gained a whole year or more in reading ability in the brief average period of four months.

Professor M. R. Trabue of the University of North Carolina in a preliminary report to the American Youth Commission on the Occupational Adjustment of American Youth writes that a high degree of intelligence is a handicap in certain jobs. He states an extremely high score on an intelligence test should be considered just as much of a warning to one who is thinking of entering one of the many common occupations as an extremely low score would be. He believes a practical work routine is handicapped by too much ability and interest in handling abstract ideas. According to Dr. Trabue the most successful salespeople tend to make below-average scores on intelligence tests as do also successful plumbers and dry-cleaners. He avers that psychologists are coming to believe that it is the proportion and combination of intellectual, mechanical, social and artistic traits that determine an individual's fitness for one type of job or another.

New York City with its 7,000,000 population may reorganize its higher education institutions if it follows the suggestions of the Board of Higher Education, the non-salaried agency that controls the city's colleges. The city now supports three general colleges, City College, Hunter College and Brooklyn College, all at present very overcrowded. The opening of a new college in Queens this fall is hoped to relieve the pressure upon the existing three institutions. The recommendations for reorganization which Mayor F. H. La Guardia favors is that one of the colleges become a technical school and another a school of government. Mayor La Guardia's idea is that the school for government should be for government in all its branches and for all classes of employees. It would train for various branches of government such as finance, taxation, government accounting. It would train for governmental clerical jobs as well as for management and government purchasing methods. Also, the training of young men desiring to become policemen is a possibility.

Gordon M. Ridenour, principal of the Horseheads Union School, New York, has made a very careful analysis of the growth of the junior high school movement and its present setup. He sums up the prevailing familiar type of organization and as a contrast, gives us the following picture of the junior high school of the future. He states the aims of this new school will be "to lead boys and girls through the attainment of social consciousness, now and in the future, to be at home in the world." The new teacher is to come to her duties unstilted in methodology and emancipated from the circumscribed blight of narrow specialization, forgetting subject boundaries in her teach-

ing. Integration and co-ordination of subject content is to be one of the basic characteristics. Geography, history, civics and the rudiments of economic sociology are to be the unit of instruction in flexibly arranged classes with ramifications which will penetrate into music, art, mathematics, home-making, industrial arts and other branches of learning.

Teachers are not to kill spontaneity by overzealous supervision. Pupils will be free to take their learning in the fields into which they have been sympathetically directed. Eliminated will be such things as textbooks, tests, marks, honor rolls, pupil rating sheets, formal recitations, homogeneous grouping on the basis of intelligence, departmentalized instruction, study halls, homework, unchanging courses of study, after school detentions, promotion standards, time-assembled assemblies, home-room organizations on a selective basis, required library instruction and other questionable practices.

Children are to remain in their home rooms under the guidance of a sympathetic teacher to lead them along the paths of learning. Each room is to be a veritable workshop with plenty of equipment of all nature to aid work in science, mathematics, social science, language, research reading. The boys and girls will move from room to room upon occasion to solve the problems they are working upon. Each child will advance in terms of what he has actually done to himself. He will be free to work out his own salvation under expert guidance only as he himself feels the need of it.

DR. ROBERT M. HUTCHINS, president of the University of Chicago, has taken up the attack on modern educational methods which neglect the classics and liberal arts, a situation also under attack by Dr. Nicholas Murray Butler of Columbia University. At the recent annual luncheon of the New York City Association of Teachers of English Dr. Hutchins described the teachers of English as "the custodians of what is left of tradition in education." He said, "Efforts to preserve the classics in education had failed, and in this result the textbook racket cooperated, and so successfully that I am willing to wager that in no school in this country are six really great books read in their entirety today." He continued, "It is commonly said that great books are too difficult for the modern student. All I can say is that it is amazing how the number of too difficult books has increased in recent years. The books that are now too difficult for candidates for the doctorate were the regular fare of grammar-school boys in the Middle Ages and the Renaissance. Most of the great books of the world were written for ordinary people, not for professors alone. They are in some sense a basic language about everything." Further he said, "Among the four arts, the natural, the useful, the liberal and the fine, the liberal was the most important in education and the other three were subordinate. In the order of education tradition preceded invention." Consequently, he contended that the liberal arts were central in any educational system.

PEACE EDUCATION is again coming to the foreground. Owing to the fact of unsettled conditions in Europe and in the Orient advocates of peace are again striving to reach the youth of the land. Having gone through one such campaign and having been reared with the idea of war as being anti-social and then having seen the switch of opinion during the World War in which peace advocates became anti-social, we now feel that we can be more peacefully inclined if we are armed to the teeth so that no one may desire to attack us.

THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER PUBLISHING COMPANY—*Owners*

MORRIS WAGNER, *President*

IRMAGARDE RICHARDS, *Editor* MARGARET MOWRY, *Assistant Editor*

Publishes the official news and articles furnished by the Superintendent and other members of the State Department of Education.

News and articles of interest to school administrators, trustees, and teachers.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

The Journal of Geography

Official Organ of the National Council of Geography Teachers

This magazine, monthly for the school year, is devoted to the constant improvement in the teaching of geography. Every teacher of this subject will find aid both as to content and method.

CONTENTS OF A TYPICAL ISSUE

GANDIA:
A Vignette of the Huertas of Valencia, Spain
E. H. G. Dobby

Geography of Ethiopia and International Relations
A. Russell Oliver

A Profile in a Dairy Region of Southeastern Wisconsin
Loyal Durand

Modern Geography and Current Events
Willis H. Miller

Edited by GEORGE J. MILLER
State Teachers College, Mankato, Minnesota

Subscription Price: $2.50 a year. Sent free with membership to the National Council of Geography Teachers. :-: Annual dues $2.00

Published by

A. J. Nystrom & Co.

3333 Elston Avenue Chicago, Illinois

ECHOES FROM NEW ORLEANS

The Annual Convention of Superintendents of the N. E. A. has for many years been reported to the Western Journal of Education by William M. Culp, who has attended the meetings with a bookman's enlightened interest in all phases of educational trends and with a special interest in the contribution made by California educators to the national scene. This year Mr. Culp is in New York. For first hand report of the great conference we must depend upon the members of the Department of Superintendence whom we have been able to contact since their return, and for an impression of the trends of interest, upon the reports published in the New Orleans press and elsewhere.

Mr. Culp sends us from New York reports of widespread resentment among superintendents against the views set forth in the 1937 Yearbook of the N. E. A. on American democracy, social organization and religion. It would appear the views expressed on these subjects were too radical to be accepted as typical by the educators quoted.

The question was put to Superintendent Nourse of San Francisco,—"Did you feel that this 'radical' tone of the Yearbook was reflected in the general tone of the speeches made at the Conference?"

Mr. Nourse replied, "No, on the contrary, I was impressed by the fact that while educators are very much alive to the struggles for new social adjustment going on today, the tendency was to emphasize moderation in our teaching, and the need of holding fast to the best of our heritage, and to our faith in that heritage. One of the most valuable group conferences which I attended discussed the qualifications of a superintendent. The qualifications emphasized were, an awareness of the immediate social situation, and a faith in our American democracy as offering the only right approach to the solution of our social problems."

Mr. Nourse, heading a delegation of seven San Francisco educators, presented an invitation to the convention of superintendents to hold their 1939 meeting in San Francisco. This invitation was formally seconded by Roy W. Cloud, Secretary of the C. T. A., and was endorsed by the entire California delegation. The convention was further made conscious of this invitation by a young woman in Spanish-Californian costume, who pinned California poppies on the delegates as a reminder for 1939.

Mr. Mulaney, reporting the convention for the San Francisco Public School Bulletin, recorded his impression of a wide trend among superintendents away from the leadership of outside spokesmen of the universities, toward closer discussion and counseling among themselves.

Yet on the list of speakers some of the most impressive names were of men outside the administration field of education. Miss Pansy Abbott, Superintendent of San Mateo County, when asked what speech of the convention had seemed to her most impressive, replied,—"The address of Hendrick Van Loon, on 'The School's Predicament.' He made it clear that in the effort to make school work interesting and attractive to children, we have made their lives too easy, while at the same time the modern home no longer offers children the discipline of responsibilities. As a result children of today have been deprived of the concept that there can rightly be no privileges without obligations."

Mr. Nourse also referred to this speech as the best of the convention.

Miss Abbott came back to California with a new sense of the gravity of the race problem in our nation. She felt that the solution of that problem must be worked out here in the West, where to a great extent we are free from the deep seated racial prejudices which she had envisaged so sharply in this experience in a Southern city.

Superintendent Nourse and A. J. Cloud, in the entrance to the famous "Alamo", in San Antonio, Texas.

While democracy, its many aspects, and its present peril from opposing social systems, was the main preoccupation of the program, democracy in the schools was of course the central aspect that engaged discussion. A notable series of group conferences centered about this theme was under the chairmanship of E. W. Jacobsen, Oakland superintendent, whose experiments in teacher participation in administration have been watched with interest in our own state. California indeed was splendidly represented on this national program, both by school administrators and by faculty members of our universities.

THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

The Seventeenth Annual Meeting of this association was held at Dallas, Texas, on February 26 and 27, 1937. Some three hundred men and women interested in junior college education from all parts of the United States attended the Convention. Among them from California were: Nicholas Ricciardi, President of San Bernardino Junior College; Rosco C. Ingalls, Director of Los Angeles Junior College; Frank Henderson, Superintendent of Schools, Santa Ana; D. K. Hammond, Director of Santa Ana Junior College; Albert C. Olney, Principal of Marin Junior College; John Napier, Principal of Placer Junior College; John Harbeson, Principal Pasadena Junior College; and A. J. Cloud, President of San Francisco Junior College.

The general theme of the meeting was "Changes to Meet Expanding Needs." The discussions were largely related to those problems which at the junior college level, are incident to organization of courses which will prove of worth to those students who must terminate their formal schooling at the junior college period.

Mr. Ingalls contributed valuable elements to the discussion of these problems in a paper entitled. "Evaluating Semi - Professional Courses." Mr. Ricciardi held a prominent place on the program in delivering two papers, one under the head of "Organization," and the other entitled, "Curriculum Changes to Meet Expanding Needs."

California was honored when Mr. Ricciardi was elected Vice-President of the American Association.

A. J. Cloud, *President,*
San Francisco Junior College.

"It is not, I take it, part of my task today to state just what the application of the democratic criterion to administration means in detail. But . . . the democratic principle requires that every teacher should have some regular organic way in which he can, directly or through representatives democratically chosen, participate in the formation of the controlling aims, methods and materials of the school of which he is a part.

. . . My impression is that democratic methods of dealing with pupils has advanced more rapidly than have democratic methods of dealing with members of the teaching staff by superintendents, principals and supervisors . . . Nevertheless the reasons (for democratic participation) which held in the case of children and youth apply with greater force in the case of teachers, because of the greater maturity and wider experience of the latter. (From the Convention speech of John Dewey.)

A UNIT ON MEXICO

By SIBYL H. WHITWORTH
Substitute Assistant Supervisor, Los Angeles City Schools

Why Mexico?

Leo Baisden, of Sacramento, in the article published in the January Journal, remarked upon the "epidemic of units on Mexican life one encounters on the educational scene just now." Mr. Baisden was questioning whether this "epidemic" was motivated by spontaneous child interest or by an interest inspired by the teacher. Aside from this question, his statement concerning the widespread use of Mexico as a unit of work in the elementary grades is substantiated by considerable evidence. For example, a recent cursory survey of units now going on in the Los Angeles school system indicated that in many districts some seventeen to twenty classes were working on Mexico, while of the other unit topics available, none showed more than two or three classes following any one given topic at that time.

There are probably sound reasons for this interest in our southern neighbor. Mr. Baisden raised a question as to the spontaneous interest of children in this topic. It seems likely that in many parts of California, and other states of the southern border, the very presence among us of large numbers of Mexicans would provide a natural stimulus of interest in their country. There is probably no other group of definitely "foreign" origin among us so numerous as the Mexican group. Again, with the recent immense increase in tourist travel from the United States into Mexico, probably our children have heard more first hand comment on that land, and have seen more "souvenirs" brought home by enthusiastic travelers than they have from any other foreign country. So it is not improbable that our children do really have considerable spontaneous interest in Mexico to serve as motivation of a unit of study.

What are the justifiable motives of teachers for stimulating interest in this study? In part, of course, they too are responding to the presence of Mexicans and Mexican art forms around us, and to the growing influence of travel across the border. But there are other obvious reasons for their interest. There are the always present reminders, in our own history and customs and architecture, of the Spanish and Mexican settlement by which our life in the west and southwest was so permanently colored. There is the need, universally recognized, for children of certain ages to make a study of some form of primitive life. This study Mexico admirably supplies, together with its easily adapted arts and crafts, so simple to reproduce and so beautiful as models. Again, few other units of this type would provide such a rich store of available materials,—music for songs and dances, written and recorded, visual materials, collections of artifacts, and above all, simple and very interesting reading materials. So it seems entirely justifiable that Mexico should take such a leading place among the social studies units in use in western schools, and we welcome the opportunity to publish the following suggestions taken from the unit worked out by Miss Whitworth.

Scope of the Unit

This unit will be mainly concerned with the life of the people of modern Mexico, using any historical facts that are necessary in order to better understand and appreciate present day life of the people of Mexico.

Subject-Matter Values

There are many Mexican children in our schools in California and other bordering states. They are often ashamed of being Mexican and sometimes say, "I'm Spanish" rather than admit being Mexican. This may be partly due to the fact that the other children usually consider them inferior. During a study of Mexico both of these attitudes change. The Mexican children gradually begin to feel a pride in their native land and a growing satisfaction toward being Mexican, while the other children learn to appreciate, understand and admire not only the land of Mexico, but also the Mexican people.

A Mexican Market. Constructed by the Children of the Fifth Grade, Sawtelle Boulevard School, West Los Angeles.

The fact that Mexico is our nearest foreign neighbor is another reason for knowing more about her.

Possible Enterprises That May Arise

Playing stories about Mexico. Making Mexican costumes for themselves. Dyeing the materials for these costumes. Making and dressing paper mache dolls in Mexican costumes. Shearing, washing, carding, spinning, and weaving wool into Mexican *serapes*. Carding and spinning cotton. Making a spindle. Constructing looms. Making mud bricks and building an adobe house. Building Mexican markets and making their wares. Making a *brasero* or constructing a stove of tiles. Weaving a *petate*. Grinding corn—using a *metate*. Making *tortillas*. Cooking beans and tamales. Making pottery. Planting a cactus garden. They might plant cacti in the pottery that they made. Writing stories and poems. Painting pictures. Making maps of Mexico—picture, relief, or product. Giving talks and reports, Creating rhythms.

Problem-Solving Enterprises

How do the Mexicans make pottery? Visiting a pottery and the factory to help find out about pottery making. Why do we see so many Indian designs on both pottery and textiles? How are Mexican houses made? What do they have in their houses? What kind of clothes do they wear? How do they weave cloth? Where do they get all of their bright and beautiful colors? How do the Mexicans make their markets? What do they sell in them? Where do all of the things that they sell come from? How do they get them to the markets? What do the Mexicans do to earn a living? Why do they appear lazy to us? Why are there so many poor people in Mexico when the country is so rich in natural resources? Why is Mexico so backward? Why are they so slow to adopt modern improvements? Why are there so few large cities in Mexico? Why are the few chief cities grouped so close together in the south central plateau with Mexico City almost in the center? How do the United States and Mexico help each other? Why does Mexico have so many troubles? Why are so many of the industries of Mexico owned and carried on by foreigners? Why did the Spanish come to Mexico? What was Mexico like when they came? Why was Cortez and his few men able to conquer so strong a nation as the Aztecs? What influence did the Spanish Conquest have upon the people? Were they any different after it?

Pottery Making

Planning and taking a trip to see how pottery is made. A trip might be taken to the Southwest Museum to see Casa Adobe, lovely pottery, textiles, baskets. *Consumers' Enterprise — Jump-Over-the-Wall Bird in the Talking Bird,* Purnell and Weatherwax, is a fine story to read now as it begins with a modern setting including a trip to a potter's place and following with a delightful Aztec legend. At the end, the reader is brought back into modern Mexico. An appreciation lesson on pottery could well be given—showing lovely pieces of pottery and also showing beautiful pictures of pottery. Reading about how Mexican pottery is made. The teacher should prepare a paper on this. Some fine material may be found in *The School Arts Magazine* for February, 1932. The children could read *Made in Mexico,* Susan Smith, *The Painted* Pig, Elizabeth Morrow, and *Children of Mexico,* by Richards and Landázuri. Preparing the clay—

digging, pounding, sifting, mixing with water, letting it mature, and wedging it.

Learning how to make it with the thumb and finger method, the coil method, and the potter's wheel method. Some of them might make simple potter's wheels of wood. Teacher should demonstrate these processes. Deciding on a shape that is typically Mexican. Making it. Feeling the need of knowing what to do next. Finding out about firing by reading a paper prepared by the teacher. Firing our pottery—either making an outdoor kiln or having it fired at a neighboring kiln. Finding out what sort of designs the Mexicans use. Some one may ask why there are so many Indian designs or why the Mexican pottery looks like Indian pottery. This will lead back into a study of the Aztecs and their pottery. This may also come from the Aztec legend read above. Information about both Aztec and modern Mexican pottery may be found in *Children of Mexico*. Painting our pottery.

Making a Market

Now that we have our pottery, what shall we do with it? Someone will say that we need to put it in a market place so that we may come and buy it. That was our reason for making it. They will purpose to make a market. They should find out what the markets are like, what they sell in the markets, and how the markets in the villages differ from those of the larger cities.

Building a Mexican House

Planning our house—In one corner of the room they might plan to show a doorway leading into a peon's home. This could be done by covering frames with wrapping paper and painting them to look like adobe bricks. In another corner they might suggest building a wall enclosing the patio of a hacienda owner's home. A doorway could be shown opening off the patio. This would be built in a similar manner to that of the peon's home, using frames covered with wrapping paper. The patio could be made more real by using cactus plants. The children may suggest using their pieces of pottery for cacti. Since only a representation of a house may be made in this way they may want to build a miniature house of adobe bricks since they may have seen an adobe house. This house could be placed on a table and have an appropriate Mexican scene painted back of it and miniature people living in it to make it more real. Finding out about the different houses in Mexico. This will be necessary as they will need to know how different the peon's house is from the haciendado's. Specific—learning of facts about climate.

Construction — digging clay, pounding clay, making brick molds (½x1x2 in.), mixing straw and water with clay, filling molds, and drying the bricks. Building the house using soft mud to make the bricks stick together, having previously drawn their plan. Putting on a mud and grass roof. Painting the house with white calcimine. Making the frames for the walls of the large houses, covering them with wrapping paper, painting them to look like adobe bricks, nailing them to the floor. Appreciation lesson—the first chapter in *The Talking Bird* where Paco's house is described. They may suggest that we have Grandfather Juan in our play. He could sit in the doorway of their house while he tells Aztec legends to the children. This will give the teacher a fine way to bring in any Aztec materials, that would be interesting and profitable. They may want to know what sort of houses the Aztecs lived in and whether they used any furniture. Much good information may be found in *Children of Mexico*—Richards and Landázuri.

Making Furniture

Since we have only the interior of the miniature house we shouldn't spend much time on construction of furniture. They should find out that the peons have very little if any furniture—a stove and straw mats (*petates*) upon which they sleep. The miniature house might have a tiny clay stove, a table, and a few *petates* woven of palm leaves. Since many of the peons cook out of doors, a stove built of rocks might be outside the peon's doorway. There should also be a *metate* near the stove so that the mother may grind her corn.

Foods

They might build a real stove out of doors where they could actually cook. They might cook beans and make *tortillas*. They may want to know whether the Aztecs ate the same kind of foods as the Mexicans of today eat.

Making Mexican Clothing

Planning—finding out what kind of clothes Mexican people wear, what they are made of, how they are made, what colors they use, how the different classes dress—whether they all dress alike. The dress of the peon should be stressed because there are more peons than any other class in Mexico. They may also want to know how the Aztecs dressed, and whether anyone today wears the Aztec costume. Pictures and books may be used to help them answer their questions.

Finding Out About Textiles

Actually making their clothing, cutting patterns, cutting out their clothing, and sewing it. Consumer's Enterprises—Enjoying pictures of various types of costumes, pictures of lovely textiles (having actual pieces if possible) showing both the fine weaving and the beautiful coloring. Enjoying the legend of the little Chinese princess for whom the *China Poblana* costume was named and which has been adopted as the women's national costume.

Finding Out About Transportation in Mexico

While talking about our play, we may plan to include the part of a donkey boy; someone may ask if everyone rides donkeys in Mexico. They will want to know more about how donkeys are used to carry water. They will also want to know about how the Aztecs carried things. They will be interested in the Aztec runners and human burden bearers. The Aztecs built good roads, some of which are still followed—The Old National Road, a post-route in Montezuma's time. Finding out about modern roads, railroads, navigable rivers and ports. Finding out what they export and what they import.

Finding Out More About the Aztecs

The mind-set and readiness for finding out more about the Aztecs may occur here or at almost any place in this unit. Any mention of the Aztecs or any of these legends that have been told or discussion about the classes of people in Mexico may lead them to purpose to know more about the Aztecs. They will ask how they got to Mexico, whether they still live there, why there are other people besides the Indians in Mexico today. This will lead into the story of the coming of the Spanish. They will want to know how a small group of Spaniards could conquer so large a group of Aztecs. The story of Montezuma and the legend of why the Aztecs built their city on the present site of the City of Mexico.

Beginning of a new class of people on Mexico called the *mestizos*—half Indian and half Spanish—now making up about half of Mexico's population. Two-fifths of the population are full-blooded Indians, more ignorant in many respects than were the Aztecs. They will want to know why. Finding this answer will get them into a little unit on Aztec government and how they kept their records—calendar stone, picture writing, making paper, etc. Constant comparisons with the life of today will bring us back at any desired place to modern Mexico. Much interesting reading material that will answer these questions about the Aztecs may be found in *Children of Mexico* by Richards and Landázuri.

Mexican Songs and Dances

During their music periods, they may

Even today the useful little burro plays an important part in transportation

learn many Mexican songs. *Dances: El Jarabe Tapito*, Brunswick Record No. 40402; *La Jota*—Record is *La Madre del Cordero*, Victor Record No. 79364B; *La Manzanitas*, Record is *Morir Sonando* or *Quatro Milpas*, Victor No. 78984B; *El Chocolo*—Victor Record No. 21393B; *Sombrero Blanco; La Jesucita*. Creating rhythms about some artistic phase of Mexican life that inspires them—Indian life, making pottery, weaving, bull fighting, cock fighting, and the entire corn cycle.

Planning a Mexican Festival

When they play again after completing so many Mexican things that will make their play more satisfying, someone will surely suggest inviting our mothers to see our play and the many things which we have made. Someone may suggest giving a festival so that they might have their play, sing songs that they have learned, give talks about interesting phases of Mexican life, read their original stories and poems, share any rhythms or dances that they may have created, tell about the things that they made and display them, and share any other experiences that they may wish with their mothers. This will lead to writing invitations, planning just what they will do, getting ready for it. Their free play will change to a dramatization when they decide to give it for their mothers. They may want to know more about Mexican festivals, why they have them, what the most important ones are, etc. What else the Mexicans do for entertainment may lead to an interest in bull-fighting, cock-fighting, and theaters. Someone may suggest having the grandfather tell Aztec legends for our festival. They may also wish to serve Mexican food —*tortillas* and beans in real peon fashion.

Outcomes

The outcome of this unit in actual knowledge, habits and skills was highly satisfactory. Perhaps the most valuable outcome in terms of attitude was the appreciation acquired of Mexico and of the Mexican people in our communities. On the part of these Mexicans themselves, both pupils and their parents, there was a new feeling for the dignity and value of their background and their inheritance. The Mexican parents were very happy to cooperate in the unit by lending articles and materials for use in the class and by demonstrating the preparation of Mexican foods.

The sequence of this unit is incorporated in a very complete unit on Mexico by Miss Corinne A. Seeds, Principal of the University Elementary School, University of California at Los Angeles. Miss Seeds' complete unit will be supplied upon order for $.75. It will be the basis for a unit of work on Mexico that is to be taught at the demonstration school during the summer session of the university.

Other units of work on Mexico that may be available are: *Beautiful Mexico*, by Jane P. Duggan and Mary Lathrop, Los Angeles City School District, Bull. No. 300, and *Old Mexico*, by Violet Wurfel, San Diego City Schools, published in part, *Western Journal of Education*, May, 1936.

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 CROCKER BUILDING, GARFIELD 1346
Residence: 450 17TH AVENUE, EVERGREEN 1560
SAN FRANCISCO, CALIF.

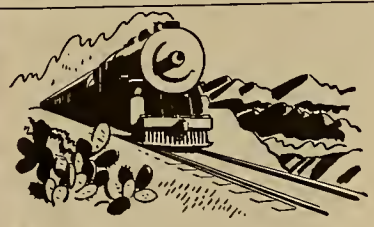
The Picture Route Through
MEXICO

1. Plan to see more of the real Mexico when you go this year. And the way to begin is to board our through, air-conditioned Pullman at Los Angeles. You see the little old-world towns of the West Coast Route.

2. Each stop is a celebration. The natives come down to meet the train. Tables are set along the tracks. And don't forget: *your American dollar is worth more than 3½ pesos.* You'll buy sarapes, bubble glass, pottery . . .

3. You can stop over anywhere on the West Coast Route. Visit towns with soft-sounding names like Hermosillo, Guaymas, Navojoa. Hear the dreamy music of the *Mariachis*, the wandering musicians who play for the fun of it.

4. Or you may relax in the warm sands of Mazatlan. Explore its crooked streets with their pink and blue houses. Go deep sea fishing. And then continue on down the West Coast Route, past the great Barrancas (gorges) to Guadalajara.



5. Mexico City will entertain you: cafes, markets, sidetrips to the floating gardens of Xochimilco. Return home on the National Railways of Mexico to El Paso if you wish. You can go one way, return another at no extra cost.

Write for Free Folder

Start now to plan your trip down the West Coast of Mexico. Fares are extremely low. For instance the winter fare from San Francisco to Mexico City and back is $86 first class. There are similar fares all the year around. Write for free rotogravure folder to F. S. McGinnis, Dept. WJ-3, 65 Market Street, San Francisco.

Southern Pacific

A DEVELOPMENTAL PROGRAM IN READING

Little value is derived from a testing program unless efforts are made to improve the conditions indicated by the test results. Yet how often is there offered a favorable answer to the common question "What can be done about the conditions indicated by the test results?" How often is anything done? Fresno County Schools answer affirmatively with a demonstration through an effective developmental program in reading. Following the administration of a diagnostic test in reading, developmental drill lessons were prepared on seven of the fundamental skills involved in reading ability. The selection of these skills was based on a study of sixty-five standard reading tests. The skills revealed as the most common factors in reading ability measured by the tests were comprehension of details, vocabulary, comprehension of general significance, comprehension of central thought, following directions, organization and rate of reading.

The essential features of this program are discussed briefly:

1. School grades are not regarded, due to the varying abilities of pupils in a grade. The level of ability of the individual rather has been made the basis of instruction.
2. Drill lessons are provided on seven fundamental factors in reading ability, training each skill independently.
3. The training of each skill begins on a comprehensible level, progressing to higher degrees of difficulty as the skill improves, thus maintaining a constant challenge to the pupil's improving ability in the use of that skill.
4. The program centers the attention of the pupil and teacher upon the training of these skills so essential to effective reading.
5. The program presents methods of utilizing these skills in the pupil's general reading, thus materially enhancing his reading ability.
6. Special emphasis may be placed on particular deficiencies in a pupil's reading ability as revealed by diagnostic tests.

The first edition of these drill lessons was reproduced in mimeographed form. Three thousand copies were placed in immediate use for a period of five months. A second form of the test mentioned above was administered at the end of a five-month period of drill on these lessons. The results indicated fifteen months' improvement on the standard scale of measure.

These remarkable results and the enthusiastic response of the teachers, induced the production of a second edition based on new revised subject matter and enlarged to make two readers of eighty lessons each. Book One and Book Two each has the equivalent of 160 pages of the average text book in volume of subject matter. Book One comprises levels of difficulty equivalent to grades three to five. Book Two includes the levels of grades five to eight. Through this gradation of levels, the lessons are readily adaptable to the varying reading abilities.

In reading, as in any type of training, levels of ability must receive first consideration. There are many studies that show vast variability in reading ability within a grade. One study recently made of tests given to 4000 pupils shows that only 23% of the pupils possessed reading abilities within the range of their grade level. In other words, the tests indicated that the abilities of 77% of the 4000 pupils were above or below the range of the grade in which they were located.

This is not an indictment against the placement of pupils in grades. This situation is inherent in the present system. Rather, it creates a challenge to the resourceful teacher to adapt an elastic program to meet the needs of varying abilities. Physical and social maturity make greater demands as bases for grade placement than does scholastic achievement. The modern philosophy of integrated education does not conform to arbitrary homogeneous classifications based on ability. One level of instruction for any grade cited above can not be justified. Suppose the same reader should be given to all of the pupils in one of those grades.

One of the aims of this developmental program is to place each child in contact with a level of instruction consistent with his ability by means of six levels of difficulty in subject matter. Then through the provision of drill on specific skills, the pupil is enabled to raise his own level of reading.

Preparing the books for use became the next consideration. Mimeographed copies were produced for samples to present to those interested in participating in the program. The requests were so numerous that it seemed feasible to have them printed, especially since it would be necessary to re-cut most of the stencils due to revision of the subject matter. Study of this problem showed that a quantity of ten thousand copies could be published through the press for a cost only a little above that of mimeographing.

In order to secure requests equal to this quantity, attention was directed to adjacent counties, in view of cooperative production. The immediate response of these counties was sufficient to readily guarantee the printing of this quantity thus securing a very reasonable price for the three counties concerned.

While test results indicate exceptional improvement in reading ability of children using the first edition of these lessons, it is not claimed that the lessons alone were responsible for this achievement. However, there are two significant facts to consider. In the first place the lessons have formed a nucleus around which the reading program is formed. The lessons direct the attention of pupils and teacher to the principles of these skills which they utilize in their general reading. In the second place the lessons present methods which may be made effective in training pupils in the improvement of reading skills which in turn effect more efficient reading ability. This program involves coordination of the training of skills and general reading.

TWO REMEDIAL READERS
by A. H. Shipley

Develop fundamental reading skills by beginning on a comprehensible level and progressing to a higher degree of difficulty as skill develops.

Prepared to train individual abilities of pupils in grades 4 to 8.

Favorable commendations of educators and curriculum experts confirm the validity of the principle of the reading program in light of the modern philosophy.

Already adopted in three counties with 13,000 pupils using them.

Price each $.17 to $.25, depending on quantity ordered.

Order from—

A. H. SHIPLEY
253 Holland Bldg. Fresno, Calif.

Questions
About Hobbies, Play, Nature, Games, the Home, the Garden

are just as fully and carefully treated as questions about pronunciation, definition, etymology, places and persons in

WEBSTER'S NEW INTERNATIONAL DICTIONARY *Second Edition*

"The Supreme Authority" — A New Creation

3,350 pages. 122,000 more entries than any other dictionary. 12,000 terms illustrated. Over 13,000 biographical entries. Thousands of encyclopedic articles. 35,000 geographical entries. Synonyms and antonyms. Edited by 207 authorities.

Write for illustrated new booklet, "Through Wonderland with Webster"

G. & C. Merriam Co., Springfield, Mass.

CHILDREN OF MEXICO

Irmagarde Richards and Elena Landazuri
School edition $1.25 Library edition $1.50
223 Pages, 108 Illustrations

Usual Discounts to Schools and Libraries

Our children are introduced to their neighbors south of the Rio Grande through a series of stories. Children of the past, Aztec, Spanish, and Colonial, present Mexico's background. Children in hacienda and city, and in remote Indian villages, present the life and customs of vital post revolutionary Mexico today. The history and geography inherent in the stories are supplemented by topical material, maps, charts, tables and other data. The manuscript was checked for accuracy by members of the Federal Department of Education of Mexico and by members of the staff of the National Museum.

The New York Times Book Review

The authors have succeeded in picturing with considerable vividness both ancient times in Mexico and present-day Mexican life. They evidently know and love Mexico, and their sympathetic appreciation of the country and the people will have its effect upon the child readers in the United States by promoting international understanding and a true neighborliness toward the boys and girls who live south of the Rio Grande. There is a chapter fully describing a Mexican Christmas which children in this country will enjoy reading.

Harr Wagner Publishing Company
609 Mission Street San Francisco, Calif.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

The author of this article, "Adventures in a School Library," is Miss Hermine Henze, Librarian of the Frederic Burk Elementary School, San Francisco State College. Miss Henze spoke at a teachers' meeting this year in northern California where she left a vivid impression of her knowledge of books for children and ability to get the right book to the right child. The readers of the Western Journal will find in this story many helpful suggestions on reading guidance for children.

ADVENTURES IN A SCHOOL LIBRARY

The elementary school librarian, whether in city or country, has opportunities for bringing children and books together quite different from those of any other librarian. Advantages that are hers are: (1) the accessibility of the library to the child, (2) her opportunity of observing the same group of children almost daily, and (3) in guiding them in both play and work types of reading, she becomes well acquainted with their attitudes, interests and abilities. These combine to enable her to make books an inseparable part of a child's life. The library is so closely interwoven with his life during at least a part of every day, that it very easily becomes, if not a necessity, certainly a habit. And this habit—of seeking a book when he has spare time, or needs to find out something—is one of the outcomes hoped for by all librarians. How natural for the child to drop in, if the door of the library stands open, revealing a bright poster or a group of book jackets displayed on a bulletin board, or simply a comfortable looking corner with a bookshelf. Even the child who has as yet no curiosity about books will be tempted to see what it is that attracts so many of his playmates.

Many problems are common to all types and sizes of libraries, and certain conditions are possible for all, whether it is a corner in a classroom or a fifty by thirty foot room of an approved architectural design. How that thing we call "atmosphere" can be created at small expense has been well presented in an earlier issue of this Journal by Mrs. Morse, Librarian, Colusa County Library.*

The Book Collection

In selecting books for a school library—whether you can have twenty volumes or two hundred—the two bases of first consideration are the interests of the children, together with their varying reading abilities, and the quality of the books themselves. Those who are unfamiliar with standards for judging books will find help in such books as Miss Power's "Library Service for Children." However limited the funds, the bookshelf should represent a wide variety in both content and reading difficulty. The smaller a collection, perhaps, the more "immediate" the appeal of the books should be to insure their having extensive use. By that we mean outward attractiveness, clear type and attractive illustrations inside. Books that well illustrate this point are "Peter's Family," "The Pet Elephant" and "Caddie Woodlawn," to select only a spokesman for each of three age levels.

All of these features are, of course, from the child's point of view. They are no more important than the qualities that are demanded from the teacher-librarian point of view—those which give it permanent worth: readability, originality, and good writing. The many excellent books that have been appearing on the market during the last decade are proof that these requirements are not incompatible. Time was when the good book, from a literary standpoint, was not necessarily the appealing book to the child, and the gay book that was inviting to the juvenile was mediocre in content and style. But now, with author, artist and publisher collaborating to the end of a completely fine book, we find in many books all desired qualities combined.

Grading Books

It is a mistake to give too much thought to the exact grading of every book. Few books, except the especially designed primary reader with measured vocabulary, can be labeled exclusively for one grade. Many a 7th grade child would miss "Heidi" if he thought it belonged on the 4th or 5th grade list, and who would deny that a junior high child would revel in the Mowgli stories, even though he might have had the ability to read them three years earlier? And an ambitious 9-year old, still in his 4th grade textbook, will struggle through "The Call of the Wild," surmounting—or ignoring—vocabulary obstacles because of his intense interest in the subject matter. An inclusive grading such as is given in the Wilson Children's Catalog is far fairer to both book and child, as it will increase the audience of the former, and not insult the intelligence of the latter. After all, our purpose is to get the child to read books that at once interest him and help him grow, not to circumscribe his reading by grade boundary lines.

Personal Guidance in Encouraging Reading Interest

Given the two foremost ingredients, the children and the books, the next problem is to bring them together in the most felicitous and profitable way. Much has been said and written on the commonly used devices for attracting a child to a book. Lists by grade, lists by subject, lists mounted on colored paper, or enclosed in an illustrated cover, are consulted daily; posters calling attention to a particular group of books and special displays get their share of attention; and mounted book jackets invariably call forth a request for the book.

All of these have their value and serve a certain purpose, but in the end what really counts is the personal service of the librarian to the individual child. Posters, lists, displays, no matter how gay, are after all cold compared with the direct appeal to a person who understands. The two-minute or ten-minute conversation with the child, inquiring about the book he read last and how he liked it, the guiding him to the best one to follow that, both in content and reading difficulty, is infinitely more valuable than any number of devices. To know and seize the right moment for directing a child to a new type of book when he has for weeks read only animal stories, to know when he

* In Western Journal of Education for August, 1936.

New Supplementary Readers

MEIGS
Young Americans

The first school book to be chosen by the Junior Literary Guild for its middle-group readers—the first collection of Miss Meigs' stories to be published for school use. Fifteen delightful stories of America's past, showing history in the making. *For fifth and sixth grades. $1.12 subject to discount. Circular No. 194.*

LEE
Indians of the Oaks

New stories - written from fresh facts gathered by the author from descendants of the Kum-me-is Indians - describe the life of these primitive people 75 years ago in the mountains and foothills of Southern California. *For middle elementary grades. $0.92, subject to discount. Circular No. 392.*

GINN AND COMPANY

45 Second Street, San Francisco

is ready to pass from "East o' the Sun and West o' the Moon" to "Wonder Book" and "Tanglewood Tales"; to know whether to start Harry who "never did see anything in books" with something fanciful like "The King of the Golden River" or the totally different "Our Electric World"; all these are the problems which constitute the real values and the real test of the librarian's job. Time and patience unmeasured are well invested in such endeavors.

On the degree of confidence the child has in the librarian depends the success of her service; on her service depends whether Tom will remain always a non-reader, and whether Mary will take to sensational fiction because she has exhausted the juvenile collection. The mere selection of any book "something to read" is not enough; there must be direction in our guidance, to the end of adding always to the child's growth.

Beginning Early

The pre-reading age is not too soon to begin this direction. ". . . The beginning is the most important part of any work especially in the case of a young and tender thing for that is the time at which the character is being formed", said Plato. Five-year-old Teddy comes to the library after school to wait for big sister who is dismissed a half-hour later. He looks a little lost at first, but before long is "lost" in a different way, wondering how Angus will come out in his adventure with the ducks, or enjoying with Billy his ride on the pony, Blaze.

The years before ten have been called exceedingly precious for training the eye, the heart, the mind when only the real in art, and life are to be considered good enough. While certain tendencies and interests are true of many children of the "in-between-years", we encounter the exception on every hand, as for example the child whose mother does not want her to read fairy tales, when her playmates are avidly devouring all collections. Again individual service replaces the table list for 8-10 year olds. The teen age is a critical one. "What you read in your teens", says Mrs. Becker, "is important not only in itself, but for what it induces you to read next." And again, "One of the most dangerous qualities a book can have is emptiness, especially at the teen age."

When we consider that for some children the school library is the only point at which they have an opportunity to express their book likes, at which they can count on sympathetic help, we are faced with a responsibility that is not small. Their parents are either incapable of, or not interested in, giving guidance, and if they live too far from a public library, the school library is unique in its position of offering both delight and profit.

Both opportunity and responsibility are involved in regard to books about foreign countries. The child who has been reading the fanciful turns away when a collection of Japanese fairy tales is offered, saying, "I don't want to read about Japan." Perhaps not on the first occasion will it be possible to break down that prejudice, to the point of inducing the child to take the book, but certainly the seed of a new attitude can be planted by calling to the child's attention that the Japanese child, like herself, loves the story of Cinderella and has perhaps read "Heidi." Taking our cue from her conversation about the books about Holland, Mexico and other far-away places she has enjoyed, we may be able to convey that like those others whose skins are a different color, and homes not like ours, the almond-eyed child loves stories, pretty ribbons, toys, and sweets to eat. And what child who reads, "It is not wise to be afraid, little son. Your fear kills you long before what you fear has come upon you" will fail to better understand the silent contemplative ways of an East Indian schoolmate he may some day find seated beside him. Our children's books are taking their place beside modern invention in making the world seem smaller and deepening an understanding of the "brotherhood" attitude we are all emphasizing.

The Story Hour

The favorite of all methods of bringing children to the library and interesting them in stories is through the story hour. This has for the group that personal aspect that is so desirable for the individual. For the duration of the story hour the child is under the spell of the qualities of the story. If it is wisely selected and well told, it presents beauty of both language and content, it kindles his imagination, and leaves him relaxed and refreshed, if not stirred to action inspired by something in the character or incident of the story. For these story-hour groups the backbone of the material still is chosen from the traditional folklore sources. Much is to be said in favor of the realistic story, and much of value is available among modern materials. Both of these should be included in the program. But in telling the old tales we reproduce for the moment the age-old scene where the story-teller created for his hearers the tale that had never been written down, whose language, as Colum says "had not been made colorless by constant use in books and newspapers." Let anyone who needs arguments in favor of the old folk tale read "In Defense of Fairy Tales."* Let him also watch the children as they listen with wonder to "The twelve wild ducks," or shout with mirth over the husband who was to mind the house. The twelve-year old groups still lose themselves in the adventures of Ulysses, even those as fantastically remote from today as the Cyclops and Circe. It has been said that Colum's pen could make the rage of Achilles as real to the modern boy as any account of a French ace in our recent war. Almost invariably the book from which today's story has been chosen goes home under the arm of some child who wants "to finish the story" or to try to find another as good in the volume. Stories of myths can be made even more valuable if introduced with the account of how they came into being. Sometimes the question, "Is it true?" after such a story as "The Fire-bringer" opens the way for an explanation of the origin of myths.

The preparation of a story for telling it well is time-consuming and the teacher or librarian cannot always find room for it on her program. While reading aloud can never take the place of the story told, it is better than no story at all; and a story well read is far better than one poorly told. But the re-living of the story while it is being told, is what gives it conviction for the child; and its effect and influence have a quality different from that where the printed page intervenes.

All activities in a children's library thus point to the conclusion that a human being is the most desirable point of contact between the book and the child. The volume on the shelf, whether it tells of the radio-telephone, or of Thor's wonderful hammer, becomes alive when it is presented or interpreted—or even merely recommended—by someone for whom it already lives.

Books Referred To In This Article

Peter's Family, Hanna; The Pet Elephant, Hull; Caddie Woodlawn, Brink; Heidi, Spyri; Tanglewood Tales, Hawthorne; King of the Golden River, Ruskin; All of the Mowgli Stories, Kipling; Call of the Wild, London; East o' the Sun and West o' the Moon, Thorne-Thomsen; Wonder Book, Hawthorne; Our Electric World, Haynes; Angus and the Ducks, Flack; Billy and Blaze, Anderson.

Some Favorites of the Story Hour
For Younger Groups

Budulinek—in Harper, More Story Hour Favorites; The Apple Dumpling—in Lindsay, The Story Teller; The Cock, the Mouse and Little Red Hen, LeFevre; The Giant and the Fairy—in Fyleman, Tea Time Tales; The Stolen Charm—in Williston, Japanese Fairy Tales, first series.

For the Older Groups

Cap o' Rushes—in Armfield, Wonder Tales of the World; The Fire-Bringer—in Austin, The Basket Woman; Little Burnt Face—in Kennedy, Red Indian Fairy Book; The Three Remarks—in Richards, Toto's Merry Winter; Tappan—Book of Humor; The Winds, the Birds and the Telegraph Wires—in Tyler, Twenty-Four Unusual Stories.

Teachers Aids in Standards and Selections

First Adventures in Reading, Becker; First Experiences with Literature, Dalgliesh; Adventures in Reading, Becker; Library Service for Children, Power.

NOTES

Library Posts Open in the East

The *New York Times* of February 7, 1937 quotes Dean C. Williamson of the Columbia University School of Library Service as follows: "School librarians," Dean Williamson announces, "are in greater demand today than ever before. The placement office of the Columbia School of Library Service has calls on file at the present time, with nobody to recommend, for no fewer than twenty-five school librarians who can qualify for the New York State Certificate for school librarians. Salaries range from $1,800 to $3,000 a year, with a two months' vacation period as a rule."

Texas Libraries Seek State Aid

In the Quarterly Report of the Harris County Public Library with headquarters at Houston, Texas, the statement is made that Harris County and fourteen other counties had county library service in 1936 but 65 per cent of the people of Texas had no local library facilities. The report declared that if the legislature granted the State Aid Appropriation of $750,000 for libraries that every person in Texas will have library service in 1937.

Dr. Carleton B. Joeckel of the Graduate Library School in the University of Chicago who is a strong advocate of Federal and State Aid for libraries visited the Harris County Library during November 1936. Dr. Joeckel was librarian of the Berkeley Public Library from 1914 until 1927 when he was granted a year's leave of absence to become Associate Professor at the School of Library Science at the University of Michigan, Ann Arbor. In 1928 Dr. Joeckel resigned his position in Berkeley to continue his new work.

* In the Horn Book magazine, May, 1931.

WESTERN SCHOOL NEWS

THE CALIFORNIA SCHOOL SUPERVISORS ASSOCIATION held their annual meeting February 1, 1937, at the Hotel St. Francis, San Francisco, in conjunction with the conference on Direction and Improvement of Instruction and on Child Welfare, called by the State Superintendent of Schools. At this meeting the supervisors voted unanimously to affiliate with the N. E. A. Department of Supervisors and Directors of Instruction. Such a step necessitated a revision of the Association's constitution. This was effected and the new constitution harmonizes with that of the National Department. California has had this year 97 memberships in the Department; the largest number for any one state. The benefits of affiliation are obvious and it is hoped that the California School Supervisors Association under Miss Heffernan's guidance may become an effective section of the N. E. A. Department. Any one who is desirous of promoting the interests of the Association and sharing in the results of its work is eligible to membership and may become a member by paying the annual dues. The dues for this coming year will be $6.00, payable to the Secretary-Treasurer, Mrs. Dora Glines, Courthouse, Santa Ana, distributed as follows: $4.00 for the N. E. A. Department of Supervisors; $1.00 for our State Organization and $1.00 for section dues.

WE REGRET to report the death, on February 18, of John Gill, for the past ten years superintendent of schools in Redwood City. He died very suddenly from an attack of pneumonia, and the entire community mourned the loss of a man whose personality had endeared him to his people and whose services to the schools had won recognition and appreciation. Mr. Andrew Spinas is acting in his place pending the selection by the school board of a new superintendent. Mr. Spinas for a number of years has been principal of the McKinley Elementary School, where he worked in close contact with Superintendent Gill.

THE ATLANTIC MONTHLY PRESS in association with Little, Brown & Company, Boston publishers, announce the award of the second Atlantic Textbook Prize of $4000.00 to Dr. Eugene Hilton, principal of the Allendale School in Oakland, California, whose textbook, "Problems and Values of Today," was adjudged "the best basal textbook submitted in the field of Social Studies for the Senior High School."

Aside from the substantial financial award, Dr. Hilton is to be warmly congratulated, for the Atlantic Monthly competition annually brings a response from the best brains of the nation. To have won this coveted prize is an outstanding distinction. The schools of Oakland, in which he works, and the Harr Wagner Publishing Company which published "America, Today and Yesterday" of which Dr. Hilton is co-author, will share the pride justifiably felt in this honor that has been bestowed upon him.

SAN BERNARDINO COUNTY sends us several items concerning interesting activities going on in that great county of contrasts. Out in the desert section, at Victorville and Barstow, Margery McIntosh and Fred Clooney have carried through a program of testing the actual techniques of teaching reading in their class rooms against a study of the latest methods now advanced. The demonstration of methods enlisted the cooperation of parents as well as teachers, and was a valuable experience to the schools concerned.

Mrs. Ernestine Spurgin, the Supervisor of Music in San Bernardino County, has an account of a unique primary grades rhythm orchestra whose instruments were all made in the class room! Glasses, bottles, an old automobile brake drum, and an axle, flower pots, hub caps, crocks, a water olla, gourds, these were only a few of the unexpected materials that provided carefully atuned and varied sound effects, a true creative activity that enriched more than one phase of social studies.

Mrs. Katharine K. Murray, another San Bernardino supervisor, in charge of the Junior Red Cross, reports with pride the splendid achievements of the children of the county whose work has contributed very practically to needy and handicapped children and to the relief of children in the flood area. This seems to us one of the finest types of "activity" in the field of social studies.

THE MERCED COUNTY SCHOOL TRUSTEES ASSOCIATION met in the new gymnasium-auditorium of the Hilmar Union High School on Saturday evening, February 20, 1937. Mr. A. C. Stevens, Jr., principal of the high school, acted as host to the forty-five trustees and their wives or husbands who attended.

An excellent dinner was served by the girls of the home economics department under the able supervision of Miss Alice Talmon and Mrs. Louisa Zehrung. A fine musical program was given by the high school orchestra under the direction of Miss Ruth Sherburne.

Senator Andrew R. Schottky was the chief speaker of the evening and discussed educational bills now pending in the legislature.

The group was also privileged to hear an interesting address by C. S. Weaver, Superintendent of Schools of Merced County, who talked on the cooperation and interest of the school trustees and the fine work they are doing, and also commented with Senator Schottky on educational legislation.

O. C. Anderson, President of the Merced County School Trustees Association, and also a member of the Hilmar High School Board, is to be greatly congratulated for planning such a successful meeting.

The trustees voted to hold the next annual meeting in Gustine High School, the same to be preceded by a dinner served by the school's department of home economics.

Quality

SALTED AND UNSALTED NUTS
for Less
Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop
791 MARKET STREET
(Next to California Theater)

A BOOKKEEPING TEXT

With a New Idea

Intensive Bookkeeping and Accounting

By Edwin H. Fearon
Peabody High School,
Pittsburgh, Pa.

A simple presentation of bookkeeping for a one-year high school course.

Goes direct to the matter in hand and avoids technical digressions. The time usually spent on repetitive drills is greatly reduced.

Voluminous practice sets are not used—just ordinary journal and ledger paper that can be bought at any stationery store. This material is also available in bound form at reasonable prices.

INTENSIVE BOOKKEEPING AND ACCOUNTING is authoritative and represents a definite saving in time and money.

Correspondence invited.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

Miss Josephine Danielson, for twenty-three years a teacher in the San Jose schools, died on January 13. Her death followed a sudden illness of influenza and pneumonia. Her loss will be deeply felt by the schools and an extensive circle of friends and relatives in San Jose. Miss Danielson had only recently completed a valuable and greatly appreciated piece of work in the checking and preparing for publication, a manuscript now in press, *First Drills in Oral Language*, written by two of her fellow teachers, Gretchen Wulfing and Mabel Breeden.

Mary R. Moran, principal of Marshall School of San Francisco, who died on February 3, was another teacher whose long record of fine achievement makes her death also a great loss to the school system in which she served. She will be especially remembered for her outstanding work with the boys of the traffic squad of the Marshall School.

Doctor M. Madilene Veverka, director of elementary curriculum of Los Angeles City Schools, is to be one of the speakers at the forty-fourth annual convention of the Association for Childhood Education which is to be held in San Antonio, Texas, March 30-April 3. The theme of the convention is "Today's Trends in Childhood Education." Doctor Veverka will give an address on the subject, "New Methods in Evaluating the Progress of Children." She will report on convention for the April issue of the Western Journal of Education. It is expected that two thousand teachers will meet for this convention.

Tulare County has been holding zone meetings throughout the county during the month of March. Superintendent Driggers is bringing together the larger schools wth similar problems to discuss. The one-teacher and smaller schools hold separate meetings to discuss their particular problems. Three of these meetings are held each week, the superintendent and the entire supervisory staff attending. Announcements are made, policies and plans are discussed. The heads of the various county departments discuss both what has been done and the plans for the rest of the school year. Following these talks, the meeting is open for discussion among the teachers. This is an opportunity for them to give their opinions and air their grievances with relation to the course of study, class room management, P. T. A. problems and teaching technique. After the formal meeting, refreshments are served in an informal way, and it is this period that Mrs. Mulcahy, Supervisor of Curriculum, feels to be the most valuable. It is during this time that the teachers form in groups and talk more freely among themselves. Mr. Driggers encourages not only frank and open discussion but actual criticism of plans and courses of study. Mr. Driggers and Mrs. Mulcahy and the supervisors feel that this absolute frankness is the most wholesome outcome of these meetings, and that they are not only valuable but essential to a wise administration of a progressive program.

Emmet R. Berry, Superintendent of Schools of Porterville, arranged last fall with the Fresno State College to give a course in social studies to the Porterville teachers and to those of the surrounding communities who would care to join. The course is given by Miss Myrtle Grenels of the Fresno State College. Fifty-two teachers are enrolled in the course.

Under the title "Orchids for Kings County!", the Tulare County Schools Bulletin for February hands a real bouquet to Kings County for its one hundred percent membership in the C. T. A. Kings County has 255 teachers and 255 paid up members. The Tulare County Schools Bulletin is a very interesting little sheet. It contains a lot of news, and it is in printed form which makes it much more readable than the usual mimeographed local bulletins. John G. Terry, Rural Supervisor, is the editor.

C. E. S. P. A. CONVENTION

William J. Burkhard, President, sends us the following announcement:

The California Elementary School Principals' Association will hold its annual convention in Sacramento on March 19-20, 1937. Friday, March 19, will be devoted to professional meetings and conferences and will include a number of prominent California educators as speakers, as well as demonstrations of school work by the children of the Sacramento City Schools. The regular business session of the State Association will occupy the second day of the convention.

William J. Burkhard, Principal of Coloma School, Sacramento, California

KENNETH M. BLAKISTON

Kenneth M. Blakiston, President of P. Blakiston's Son & Company, Inc., Publishers of Medical and Scientific Books, died in Philadelphia on January 19, 1937. He was 79 years of age and had been connected with the business for more than 60 years. The firm was established in 1843 by Presley Blakiston and Robert Lindsay under the name of Lindsay and Blakiston. For many years it was concerned with general bookselling, publishing, printing and binding. In 1882 Robert Lindsay retired to private life and Mr. Blakiston, Sr., took over the entire business. Shortly thereafter he formed a partnership with his son, Kenneth. The manufacturing and bookselling departments were discontinued. Whereas in the early years books for the general reader, including many religious books, had been issued, the undertaking developed strictly along medical lines beginning in 1890. This concentration of effort continued for about 20 years when scientific books, particularly in the fields of biology, physics, and chemistry, were added.

Mr. Blakiston was president of the firm from 1898 until his death. He was active to the end, having been in his office on the Friday before the Tuesday on which he died.

"TOVARICH" AT THE CURRAN THEATER

Immediately following its run of two solid years at the Lyric Theater in London, "Tovarich," the hit comedy which brings its original star, Eugenie Leontovich to the Curran Theater for a limited engagement beginning Monday evening, March 22, was sent by producer Gilbert Miller on a European tour which took in Paris, Berlin, Vienna, Rome, Scotland, Switzerland, Ireland and then down to several of the Baltic states.

When Gilbert Miller was casting for the original production of "Tovarich" in Europe, he sent to New York for Miss Leontovich, who had then just finished a sensational success in "Grand Hotel" as the temperamental ballerina. The ovation which this petite Russian actress won from her London audiences is now theatrical history.

The story of "Tovarich" concerns two aristocratic refugees from the Russian revolution; a Grand Duke and a Grand Duchess, living in poverty in Paris. They are holding a huge fortune of some four billion francs in the Bank of France, in trust for the Russian Royal family, which has been handed to the Prince by the Tsar. They accept jobs as butler and maid in the family of a wealthy banker and there meet while serving the table, a former enemy Commisar Grotchko.

Osgood Perkins, who last season co-starred with Ina Claire in "End of Summer" for the New York Theater Guild, will be seen opposite Eugenie Leontovich as Prince Alexandrovitch.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(State Accredited)

31st Summer Session
June 28 - August 6, 1937

WIDE range of stimulating courses in painting, design, applied arts, and crafts. Faculty of distinguished specialists including Vaclav Vytacil, Ethel Abeel, Hamilton Wolf, Xavier Martinez, Isabelle West, etc.

COURSES planned for art students and teachers, for professionals seeking new viewpoints, and for amateurs. Beautiful campus; delightful climate.

Write for Summer Catalog
F. H. Meyer, President

Broadway at College Avenue
Oakland, California

TEACHERS DEVELOP BOOKS FOR SOCIAL STUDIES

Research and problem-solving are the basis of an activity program and reading is a necessary tool. Simple informational material on the reading level of primary children has been a long-felt need. To meet this need for a cosmopolitan group, handicapped by both foreign and illiterate background, the primary teachers of Hawthorne School developed their own books on the informational material covering their units of work.

This work was directed by Miss Mary Reene, Principal, and Miss Cecilia Spain, Vice Principal, who have made an intensive study of children's reading interests and abilities.

Ten books in all were developed during the fall term of 1936, ranging from junior primary to high third grade level. The first grade books dealt with the first-hand community experiences of the children, developed cooperatively with their teachers. They were illustrated with photographs taken on the various excursions. The second grade books contained material on "The Farm," "Jungle Life" and "Transportation." In the third grade the interest centered around "Eskimos," "Japan" and "Toys." Special attention was given to vocabulary and simple sentence structure as well as to the interest appeal of the content. Maps, poetry, diagrams, pictures and bibliography were included. The books were attractively bound in bright colors. Harmonizing pictures decorated the covers. The size of print met the standard required for primary children.

This initial attempt has been a satisfying experience for both teachers and children. They have realized the value of this type of material and are enthusiastically at work on additional units.

ST. GERMAIN RESTAURANT

60 Ellis Street, San Francisco

Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.

Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00

PHONE: SUTTER 2980

ROSENBERG'S

ORIGINAL HEALTH FOOD STORES and Whole Wheat Bakery

Main Store
1120 MARKET STREET
Opposite 7th Street

Telephone MArket 3303-3304

Specializing in food products for building and maintaining health

Send for Free Catalogue

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the only state-wide professional society which unites teachers of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the proper development of California's most prized product—her children. It provides the surest way for teachers and friends of education to exert influence on school problems. Every State has such an association.

Foremost in the Association program over many years has been the insistence upon professional interests and activities. State-wide committees and conferences of the Association, working with Section leaders, have co-operated in every major educational advance and progressive front.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This insures high standards of service to school children and good living conditions for teachers.

California has a strong, workable tenure law, a law for which this Association is directly responsible. The Association advocates improved professional ethics and standards.

Through the Association, rural supervision has been established and retained.

California Teachers Association inaugurated the laws by which teachers are entitled to receive salaries during illness and retirement salaries upon completion of service.

At each successive Legislature, the Association has fostered good school laws. A great service of the Association has been the defeat of bad legislative proposals.

a. California Teachers Association has fought successfully for the retention of free adult courses.

b. The Association has defeated persistent efforts to deprive school boards of their right to fix and administer school budgets.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and state-wide newspaper publicity.

Through its Placement Service, with offices in Los Angeles and Berkeley, the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued many statements and bulletins on major educational problems.

The Legal Department provides Association members with authoritative opinions on matters of school law.

Every teacher in this State should belong to California Teachers Association. Join now!

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

SAN FRANCISCO
PUBLIC LIBRARY
PERIODICAL DEPT.

The Western Journal of Education.

Founded in 1895 by Harr Wagner

In This Issue:

Summer Schools are Here Again - - - - - - 3
Jottings of a Traveling Bookman. W. M. Culp - - - 4
Conferences - - - - - - - - - - 7
Library News Department - - - - - - 10
The Clothes We Wear. Emma A. Von Hatten - - 12
Western School News - - - - - - - 14
Book Reviews - - - - - - - - - 15

April, 1937

—Courtesy of P. Victor Peterson

A summer class in the West Coast School of Nature Study

ENGLISH USAGE Practice Books

SPOKEN DRILLS AND TESTS IN ENGLISH

Mabel Vinson Cage

For Junior Highschool

List Price $1.25

FIRST DRILLS IN ORAL LANGUAGE

Mabel Vinson Cage Gretchen Wulfing
Mabel Breeden

For Grades Three and Four

List Price $.90

(Based on second-grade vocabulary difficulty)

AN ORAL LANGUAGE PRACTICE BOOK

Mabel Vinson Cage

For Grades Five and Six

List Price $.90

The aim of these books is to establish lasting habits of good speech.

The old formal grammar functioned little in speech.

These books are **different** from other texts, for they are essentially **courses** in **ear training.** Language is learned by sound, and grammatical knowledge alone will never establish right speech habits.

Cumulative Oral Habit Tests provide a distinctive feature of this series.

The point of view which characterizes this series of books is expressed by the following statement, which is quoted from "An Experience Curriculum in English," a report of the National Council of Teachers of English, at page 242:

"In the teaching of correct usage the aim is **habit formation,** not knowledge of correct forms. 'Until a language form is definitely established as a **habit,** it has not been taught'."

HARR WAGNER PUBLISHING COMPANY

609 Mission Street, San Francisco, California

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.

Drive into our garage. Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO

230 EDDY STREET

DRIVE IN OUR GARAGE

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLIII, No. 4 | SAN FRANCISCO, APRIL, 1937 | PRICE 15 CENTS

SUMMER SCHOOLS ARE HERE AGAIN

THE EDITORIAL DESK of the *Journal* is so swamped with the announcements of summer sessions for every type and variety of study that it seems almost a misnomer to use at all the old beloved phrase, "summer vacation." The very number and bulk of these announcements, and the obvious value of the courses and the leadership offered, testify to the sense of need among the teaching body of California for professional growth and guidance. We look wistfully at the big wall calendar and at the bristling dates of the announcements, and we wonder when the weary teacher will have time to rest a little, to be free even for a brief while from the drive of that inexorable calendar. We wish, vicariously, that zeal were not so greedy of the summer days. For we have been taking our own advice—we've been in some classrooms lately! We know the pace, and the toll it takes.

Then again we look through the announcements, and they become suddenly alluring. The great summer sessions of the University of California, at Berkeley, at Los Angeles, and of the University of Southern California, offer the old rich fare, always new as new needs rise and must be met. Berkeley especially will be the goal of many elementary teachers this year because of the splendid chance offered for laboratory work in the demonstration school, described in more detail elsewhere in this issue.

Mills College on its lovely foot hill campus offers a rare group of distinguished visitors who come from far and near to give us a glimpse of the personality behind well known names. William Rose Benét, for one, leads all the rest. (Alphabetically arranged.)

Then there are the beaches beckoning—La Jolla and Pacific Grove with their famous schools of marine biology, the Santa Barbara State College School of Nature Study, with its happy combination of tide pools and mountain trails. San Diego State College seems to offer only the tried conventional courses—but Coronado is not too far away for a few hours snatched to lie in sun warmed sand. The Caroline Swope School for Elementary Teachers is on the shore of Monterey Bay at Santa Cruz. Planned to meet in an exceptionally practical way the concrete needs of classroom teachers, its days will be all too crammed with opportunities—but still, the golden beach will be near by and the breakers roaring in.

Fresno and Chico State Colleges offer their summer courses in camping grounds, one in the high Sierras at Lake Huntington, the other under the auspices of California's best loved mountain peak, Mt. Shasta, whose serene beauty will dominate even the most hectic day of lectures and conferences. Humboldt State College offers as usual six weeks of useful courses, six weeks of cool green beauty in the immemorial redwoods. San Jose State will give you a choice of academic courses on its campus, or will take you far afield into the mountains for its now famous schools in nature study.

Here is a summer course we want to take ourselves! If anyone finds the *Journal* office closed and locked, look for us in Wingate, New Mexico, enrolled in the Indian School, under Uncle Sam himself. No, we aren't going to try for a job in the Indian service. We just like the courses offered, and the setting, and the—oh well,—maybe we'd like to "get away from it all"! That Indian school is our choice.

Perhaps summer sessions aren't such a bad idea after all!

But even as we make this concession we are aware of a persistent humming down in that sub-liminal cavern where we all keep the things we are ashamed of. Just to prove we are docile pupils of the modern psychology we reach down firmly and yank up into supra-liminal daylight this repressed refrain, and find ourselves embarrassed by an ancient doggerel wholly unsuitable to the topic under which we write.

I wisht I was a little rock
A settin' on a hill,
A doin' nuthin all day long
But just a settin' still.

I wouldn't eat, I wouldn't sleep,
I wouldn't even wash,
I'd set and set a thousand years
And rest myself, by gosh.

There it is, out in the open. Even while we blush for it we wonder, as the warm sweet spring days rush by to that last hectic week of closing schools, we wonder if it will not be heard, or half heard, in many a tired subconscious mind!

But we have no anxieties at all for the summer schools—the scores of them. We know on registration day their rolls will be crowded to capacity. Of such stuff are the teachers of our state. Oh boys and girls of California, do you know what price it costs to assure you your "enriched class room experience"?

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

AT THE thirteenth annual junior high school conference held at New York University in mid-March, Professor Robert K. Speer of that University urged teachers to present to pupils facts concerning controversial subjects. He declared that high school boys and girls are denied a vital part of their education if such topics as communism, labor disputes, political happenings and national problems are slurred over in the curriculum. Quoting Dr. Speer, "I would certainly say that in any decent educational set-up the whole question of worker education would have to play a part. Otherwise how would a person understand the biggest news feature of the day? The front page of The New York Times itself would read like a foreign language if a student did not have an understanding of the problems now dividing economic groups. Even such nouns as collective bargaining, open, preferential and closed shop, trade unionism, and the like would be meaningless."

AT THIS same conference at New York University, Dr. David E. Weglein, Superintendent of Baltimore Schools, Md., discussed the proposed changes in the curricula of the Baltimore public school system which would stress the changing social, economic and political life of the community as well as the nation and the world. Dr. Weglein held that opportunity must be given to public school children to study the changing interests of the communities and the nation. He explained that in Baltimore they are beginning to change their curricula by adding eight main courses worked out tentatively so far by eight committees of teachers. These courses are as follows: the function and scope of education in American democracy; the effect of technological developments on society; the family and its present-day life; international problems and their importance; the government in relation to social welfare; the conservation of human and natural resources; attitudes toward authority; and the evolution of present-day American Democracy.

DR. HAROLD G. CAMPBELL, Superintendent of New York City schools, recently urged that education return once more to the teaching of fundamentals, such as Latin, Greek, mathematics, physics and other traditional subjects, in order to escape from the confusion into which the search for "something new and different" had thrown it. He stated, "No matter what our social or political philosophy may be, civilization, as it grows more complex, will be more than ever dependent upon the men who know the laws of mathematics and the formulas of science, upon men who, having studied the history of mankind, know the relationship of the present to the past, upon men who can write and men who can speak the languages of other men. In truth, civilization will be more than ever dependent upon the very subjects that are included in the traditional curriculum for a general education." Dr. Campbell attacked demagogy and big business teacher training as the two contributing factors to the decline of the traditional method of education. "The confusion came," he said, "when pedagogy, affected by the demagogy of a demagogic age, veered to the left and urged that education should no longer consist of what the best judgment of the centuries had agreed to be of permanent value, but rather what modern youth in his infinite wisdom might think would be valuable. It came, too, when certain fields of education became commercialized and when the training of teachers became 'big business'."

TO MAKE a "hobby" of study is a plan advocated by Dr. James B. Conant, President of Harvard University. He has advised that the board of overseers inaugurate an experiment in 'extra-curricula study' designed to inoculate students with the habit of independent reading and intensive study apart from courses. Students are to be encouraged to take up United States history as the first field under the new "hobby study" plan. Dr. Conant believes that "the only worth-while liberal education today is one which is a continuing process going on throughout life."

SUPERINTENDENT A. L. THRELKELD of the Denver Public School since 1927, and 1937 President of the Department of Superintendents of the National Education Association, has accepted the superintendency of the Montclair, New Jersey, Public Schools to take effect September 1, 1937. Dr. Threlkeld succeeds the late Dr. Frank G. Pickell who passed away suddenly November 27, 1936. Superintendent Threlkeld leaves Denver, a city of a population of around 300,000, that pays its superintendent $8,850, to accept a position in a town of around 45,000 that pays its new superintendent $12,500.

Both Denver, Colorado, and Montclair, New Jersey, are ranked by educators as possessing exceptional educational facilities and school personnel. For the past ten years Dr. Threlkeld has left the imprint of his progressive policies upon Denver. At the same time Dr. Pickell had made the Montclair public schools rank with the best in the United States.

Montclair, New Jersey, is just a few miles across the Hudson River from New York City, and nestles against the New Jersey foothills which in springtime and throughout the summer are a bower of green trees and shrubs, flowers and grass. Montclair is primarily a residence town of wealthy and well-to-do people. It has many beautiful homes, large gardened estates and an intelligent citizenry. Montclair is also the home of one of the New Jersey State Teacher Colleges that has strongly affected the educational policies of the State.

A survey of Dr. Threlkeld's career shows that he was born at Lancaster, Missouri, March 4, 1889. He received the degree of Bachelor of Pedagogy at the Northwest Missouri State Teachers College, Kirkville, Mo., in 1911. He studied at the University of Wisconsin and the University of Chicago and received the degree of Bachelor of Science in Education at the University of Missouri in 1919. He received the degree of M. A. at Columbia in 1923. Of honorary degrees, Dr. Threlkeld has received three, an LL. D. at the University of Denver in 1930, Doctor of Education at the University of Colorado in 1932, and an LL. D. at Colorado College in 1935.

Superintendent Threlkeld began his teaching career as a teacher in the high school at Kirkville, Mo. He was then Superintendent of Schools at Bunceton, Mo., 1911-1912; Unionville, 1912-1917; Chillicothe 1917-1921; Asst. Superintendent of Schools at Denver, Colorado, 1921-1924; Department Superintendent, Denver, Colorado, 1924-1927; and Superintendent of Schools at Denver since 1927. He was President of the Missouri State Teachers' Association in 1921. He is a member of the National Council of Education and of the National Society for the Study of Education. He is a member of the Methodist Church and a 32nd degree Mason. As President this year of the Department of Superintendence, N. E. A., he made the New Orleans meeting of the society an event of tremendous worth.

AN "OUTSIDER" notices in the New York area the prevalence of educational conferences of one kind or another that are occurring practically the whole year round. If one is education minded he can take in an educational symposium about every week. One of the interesting sessions of this kind was the meeting of the New Jersey Science Teachers' Association held at the New Jersey State Teachers' College, Valley Road at Norma Avenue, Montclair, New Jersey, on Saturday, March 6, 1937. A crowd of several hundred science teachers assembled for the meeting in spite of the fact that one of the rare snow storms of the winter had whitened the hillsides. At this meeting, in addition to addresses by scientists, there were exhibits of science books and equipment assembled under the general direction of Dr. R. W. McLachlan, Assistant Professor of Science at the

Progressives and Reactionaries

challenge you in the columns of

THE EDUCATIONAL SCENE

Social, cultural, and educational changes discussed by authorities.
Interesting and informative.

SUBSCRIBE NOW
$2.00 the school year.

Mail your subscription to

THE EDUCATIONAL SCENE
P. O. Box 830
Hollywood, California

FOR ELEMENTARY TEACHERS

The newest types of teaching, covering the Activity Programs and the Unit of Work plan will be presented by a well chosen Faculty of outstanding Educational Leaders,

in the TWO SUMMER SESSIONS at the

Caroline Swope Summer Schools For Elementary Teachers

Long Beach June 28th - July 16th
Santa Cruz July 26th-August 13th

These Schools have the approval of California Board of Education

For information write to:

837 Linden Ave., Long Beach, Calif.

College. Among the interesting addresses were "Plant Growth Producing Substances" by P. W. Zimmerman, Boyce Thompson Institute of Plant Research; "Recent Advances in Nuclear Physics" by E. U. Condon, Professor of Physics, Princeton University; "The Place of Literature in Elementary Science" by C. V. Bruce, State Teachers College, Newark, N. J.; "Story of the Earth's Changing Features" . . . a science unit for the elementary school by Alice H. Lockwood, Sixth Grade Teacher, Bradford School, Montclair; and a "High School Science Survey" by Pauline McDowell Atkins, Supervisor of Science, Elizabeth, N. J.

In New York City, seventy schools with a total of 50,000 pupils are experimenting with progressive education based on the activity program. Dr. John J. Loftus, Assistant Superintendent of Schools, is in charge of the program. An integrated coordinated program is the aim. With a large part of the communities of the United States already in accord with the theory of progressive education, as first propounded by John Dewey of Columbia University at the turn of the century, New York City is experimenting to find out whether the plan is practical in this city with its vast divergent educational problems due to differences of race, wealth, and local city environment.

Professor Thomas Ritchie Adam of Occidental College, Los Angeles, was one of the most quoted speakers at the fourth annual meeting of New York Adult Education Council. He warned teachers in adult education not to attempt to force upon their students an "elite culture" that they did not want. He said to speak of the American people as a great democracy was to indulge in "word magic"; that they were "a folk, living by folk ways under folk rule." "The important consequence of this is that folk habits and outlook are supreme over intellectual theories, supernatural revelations and lordly aristocracies in this country. This is what separates us from many of our European neighbors. In government this folk culture has embodied itself in the common law and representative government. In social life, laughter and callous indifference have been employed to keep folkways supreme over the claims of cliques and mobs. Education is probably more out of touch with the folk spirit than either politics or manners. In practice, adult education must study the natural groups to be found in every community. It must accept the existing folk culture and start from the premise that the people know what they want."

A. C. Senour, Assistant Superintendent of the East Chicago, Indiana Schools, and his teachers in the intermediate grades are attempting this year a new approach to the presentation of history. It is Mr. Senour's contention that it is not the history that is learned by study in those grades, but the history that becomes a part of a pupil because of interest that is valuable. Consequently, there are no history texts being studied in the old way. Large numbers of books, magazines, pamphlets of various kinds dealing with interesting events in history, characters, inventions, migrations, and whatnot are made accessible to the children. Out of these sources is to come, if at all, interest in the social studies that will lead later on to the continued study by the pupil in historical subjects. Mr. Senour does not claim that the reading of the pupil is entirely undirected by the teacher. He does claim that the reading of available material and the discussion that comes from it are due to the pupil's interest in the subject matter read.

The interest of the lay populace in the public schools of the land has been increasing tremendously of recent years. This interst is seen in the increase of P.-T. A. memberships; the publishing of a large number of books and pamphlets written upon progressive educational policies not in pedagogical phraseology but in language understandable by the masses whose offspring populate the public schools; and by the increase of radio talks upon educational subjects presented by teacher groups and supervisory forces attempting to interpret to the community their own school problems and goals. Along this line the work under-

taken by a Joint Study Group of the East Cleveland Public Schools, East Cleveland, Ohio, is significant. Here a very well defined and organized program has been worked out by a committee consisting of representatives from the Administrative Staff, the Elementary Schools, the Board of Education, and the P.-T. A. Council. Such vital subjects as Social and Psychological Influences, Transportation and Communication, Increased School Enrollment, Business and Industry, have been considered in relation to the East Cleveland situation. An attempt has been made to define and interpret the ideas of the Progressive School and Progressive Education and Activity Programs.

The group has studied questions dealing with the length of the school day, length of the school year, and program of studies consistent with time allotted, provisions for grouping, new material and new machinery, and a greater cost for a greater service. Superintendent W. H. Kirk and Assistant Superintendent Mrs. Rachel Yaw represent the Administrative Staff upon the committee having the program of the Joint Study Group in hand. Associated with them are three members of the P.-T. A., Mrs. Helen Weigle, Mrs. E. J. Usher and Mrs. R. V. Coburn; three teachers, Miss Kathryn Stocker, Miss Kathryn Lowrie and Miss Alice Wilfing; two board members, Mrs. Miriam Morgan and Mrs. Ruth Williams; and three principals, Mr. Ralph Fox, of the Caledonia School, Mr. K. R. Vermillion, of the Chambers School, and Miss Della Freeborn, of the Rozelle School.

ALONG THE western edge of Chicago where the airplane transports and airmail planes roar in from the East and roar away to the West, are the two high type suburban communities, Maywood and Melrose Park, inhabited in most part by people of substantial means living in fine homes and pleasant surroundings. Here we find in a community of some 36,000 persons, a fine public school system that for more than two decades has been fashioned under the direction of Superintendent Eugene La Rowe. In the Chicago metropolitan area he is considered a leader who has promoted the cause of real education.

OF LATE years it has been the policy of school boards wherever possible to house offices of the Board of Education and the supervisory forces of the system in a central building owned by the School District. Cleveland and Philadelphia boast of Central Administration Buildings contructed in the millionaire class. New York City has just purchased a several million dollar Elk Club Building in Brooklyn into which the Board of Education will move after the expenditure of several hundred thousands of dollars in remodeling the building for administrative purposes.

But of all the School Administrative Buildings visited within the past few years the new Administration Building of the Cicero, Illinois, Public Schools stands out as one of the most remarkable, artistic, well-planned administrative centers in the country. One's enthusiasm is enhanced when one knows what Superintendent George A. Schwebel of Cicero, his Board of Education, and architect A. J. Zelenka of Chicago used as the foundation of the new center. The Morton Park School of Cicero had been condemned for school purposes. It was a forty year old three-story structure of colonial style outmoded for current school purposes. It had been out of use for three years. With the roof and the walls as a skeleton, Architect Zelenka remodeled the interior in Neo-Classic style, added an imposing portico entrance with Grecian columns, and made the first floor lobby give an appearance of stateliness and elegance.

The Cicero school staff has occupied the new quarters about two months. The members of this staff are Miss Anne Evans, Primary Supervisor; Misses Lulu Kilpatrick and Gertrude Dalton, Music Supervisors; Misses Sara J. Gibson and Frances Gertz in the Department of Research and Child Study; Frank Machacek in charge of Maintenance and Supplies; Misses Adelaide Hancock and Audre Ross, Art Supervisors; Miss Helen Hoch in charge of Physical Education and Dramatic Art; John Vana, Attendance Supervisor; and Mr. Marion Jordan, Supervisor of Departmental Grades. This is Mr. Jordan's eleventh year in his present position of Department Supervisor. He entered the Cicero School System in 1920. He is a graduate of Northwestern University, has his M. A. degree from the University of Chicago, and is well on his way towards a Doctor's Degree from the same institution.

Cicero is a city of around 70,000 population containing many factories immediately adjacent to the boundaries of Chicago on the West. It is populated largely by people of Slavic background, who of late years have become so prominent in the Chicago area. Superintendent Schwebel has been connected with the Cicero School System for twenty- two years. He was principal of the Morton Park School, which has just been made the new administration center. For five years he was Supervisor of Maintenance and since 1926 he has been head of the school system. Superintendent Schwebel feels that a public school system is just as good as its Board of Education. He is justly proud of his Board, who have co-operated whole heartedly in the present improvements of the school system. The renovations of the old Morton Park School to make the new Administration Center cost some $60,000. This money was not raised from extra taxation, but was the result of savings by economical administration. The Cicero Board of Education is composed of the following members: Frank J. Petru, President; Eugene Clark, Secretary; Charles Burda, Joseph S. Idziaszek, Joseph B. Kovarik, Frank J. Novak, James Novotny, Edward J. Sass, Michael Solar, and Jerry B. Silha.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town
Shopping District, San Francisco

Chinatown and Famous Restaurants
Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station
and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service
of Continental Flavor

250 ROOMS

Management SAM D. ADKISSON

THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER PUBLISHING COMPANY—*Owners*

MORRIS WAGNER, *President*

IRMAGARDE RICHARDS, *Editor* MARGARET MOWRY, *Assistant Editor*

Publishes the official news and articles furnished by the Superintendent and other members of the State Department of Education.

News and articles of interest to school administrators, trustees, and teachers.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

CONFERENCES

Editor's Note: March and April have been busy months for educators, and the give and take of opinion in many group conferences should have results of considerable importance to California schools. We have gathered reports and comments of the various meetings as far as possible. The Journal welcomes such material whenever it is sent in. It is impossible to cover all our educational conferences at their present rate of succession—"so fast one treads upon another's heels." So we must hope for reports from interested members of the different groups.

Annual Conference of Secondary School Principals, *by James Ferguson*

A thousand educators crowded the conference rooms of the St. Francis Hotel in San Francisco on March 22, 23, and 24, in attendance at this conference, called by Dr. Dexter, Superintendent of Public Instruction.

"The program of the 1937 Conference of Secondary School Principals of California is based directly upon the problems arising in the secondary schools."

This statement by Superintendent Dexter in his "Foreword" epitomizes the spirit of all of the activities of the conference from the opening discussion by Mr. Aubrey Douglass of "Persistent Problems in Secondary Education" to the end of the three days' session.

To the casual observer it may not have been of great significance that a forenoon was given over to a section meeting for a discussion of "The Place of the Secondary School in Vocational Education," and that Mr. J. C. Beswick, Chief of the Bureau of Trade and Industrial Education of the State Department, should have on the program speakers from the Sacramento Federated Trades Council, the American Trust Company of San Francisco, and the Pacific Telephone and Telegraph Company of San Francisco, to tell what Labor and Business and Industry expect of the high school graduate.

And it may not have been of any significance to a layman that such questions as the following were main topics of discussion: "Adult and Continuation Education," "Making High School Writing Significant," "Teaching High School Pupils to Read," "Music Education," "Problems of Youth," "Remedial Mathematics"; that a demonstration of classroom activities should be made showing a complete departure from the old standardized classroom work, and that college entrance requirements, as such, were given only casual mention.

There were two exceptions, but they were exceptions that proved the rule. Mr. Samuel E. Duff, of Modesto Junior College, in suggesting how to prepare students to pass the college entrance examination in English, said that this could best be done by training students merely to think straight and to express their thoughts clearly in writing—an accomplishment needed by everyone in everyday life as well as in college.

The other mention of College Entrance Requirements was at the general session on Tuesday afternoon when "The Problem of the High School Affiliations with Tax-Supported Institutions of Learning" was discussed. The high school point of view was presented by George C. Jensen of Sacramento, Jessie C. Hawley of Carpinteria, and Helen C. Babson of Los Angeles. The Junior College was represented by W. T. Boyce of Fullerton, the State College by Walter R. Hepner, President of the San Diego State College, and the State University by Professors Sturla Einarson, R. E. Davis, L. A. Williams, and Hiram W. Edwards.

There were no "protests" from the high schools or "demands" from the University as were quite common in such discussions up until not so very long ago. No one argued that Latin and physics and the English classics should be required of every entrant to college and that such college preparation was the best preparation for life. Rather, the wider responsibility of the high school to serve also the students who are not going to college was not only accepted but was emphasized by the University representatives. The responsibility of the high school to give adequate preparation to those students who wish to enter institutions of higher learning was acknowledged as it has always been by the high school representatives as one of the functions of secondary education.

This part of the conference program was in the nature of reports of the results of conferences between the high schools and the University on the subject of affiliation, and these reports showed that the conferences have brought about a mutual understanding and an appreciation of the fact that the interests of the University as well as those of the secondary school must not be confined to the four walls of the classrooms. Neither can be a law unto itself. Each is a part of the educational system which must work in harmony with all other parts in rendering full and complete service in making every member of our democratic society efficient up to the highest point of his ability both in the interest of the individual himself and of the whole of society.

It was announced that the office of Examiner of Schools has been abolished and in its place committees appointed to cover such subjects as the following: "Extended Admission Criteria," "University and Second School Curricula," "Relations with the Schools," "Articulation with the Schools," the members of which are in complete harmony with the new order of things.

And for this new order which means harmony and cooperation among the educational forces of California as never before credit is due to President Robert G. Sproul of the University of California. Since his inauguration as president he has shown a rare sympathetic understanding of the problems in the whole field of education. He has drafted for service on his school committees men who are in sympathy with progressive ideas. The secondary school men of California have known that his spirit would act as leaven and in the natural course of events bring about such a result. Because of this the secondary schools of California are on the way to wider service and higher accomplishments.

Comment on the Conference of Secondary School Principals, *by A. C. Argo*

Because many of the leading educators and laymen believe that the curriculum of the secondary school should be made more functional and the counseling more effective, leaders responsible for the conference planned a program that would promote these desirable ends. Though principles were emphasized through theoretical discussions, much attention in the conference was given to actual demonstrations. There were effective demonstrations of remedial reading, class procedure, and experiences in a social living course, and contributions of teachers from various departments in developing a basic unit of instruction. There were discussions of secondary school standards, evaluation of instruction, the school library, and new instructional needs, and the new science and English curriculums.

Possibly one of the highlights of the conference was a panel discussion of school problems by eight high school pupils. Through their intelligent discussion, these pupils made a large contribution to the thinking of the principals on counseling and other problems.

The conference convinced those in attendance that much sound thinking and improvement was being made in the secondary schools. Dr. A. A. Douglass, Director of Secondary Education, Dr. E. P. Andrus, President of the Association of Secondary School Principals and their co-workers deserve much credit for carrying on a conference that inspired principals to make a renewed effort to include in their curricula experiences that will be of greater relative value, to reorganize their curriculum to make it more effective, and to arrange for more satisfactory counseling.

Address of Lieutenant-Governor Hatfield

We choose a few fine lines from this talk, entitled "A Layman's View of Education": "I declared my conviction that teachers' salaries should be restored to normal; that depression pay-cuts should be cancelled, and that school budgets should be computed with intelligent understanding that it is cheaper to support schools today than prisons tomorrow."

. . . "The great need in California and in America today is for men and women with inspiration, with fine minds and equally fine hearts, with a flaming zeal to make the world a little better because they have lived in it."

. . . "Most of us recognize today that character, fundamentally, is better security than property—that integrity is the cornerstone of an orderly society."

. . . "Youth, today, needs to be taught the joy of triumphing over obstacles; it needs to go into life with a zest for hard work; it needs to know that there is no short-cut to worthwhile attainments; it needs to be taught that the world has no place for 'star-boarders'; it needs to be inspired to create wealth, rather than to place its faith in ephemeral share-the-wealth schemes. It needs to go it the hard way—and glory in it!"

Conference on Growth and Development During Adolescence

Seven hundred teachers and administrators met on April 9 in San Francisco to discuss the problems of youth, with relation to the school, the parents, and the community.

"Down to brass tacks, at last!"—was a comment overheard at the close of the morning session. Dr. Herbert R. Stolz, Assistant Superintendent of the Oakland Public Schools, Dr. Reginald Bell of Stanford University, and Dr. Daniel A. Prescott of Rutgers University, had discussed the nature

and needs of the adolescent from the viewpoint of the physician, the psychologist and the educator.

Reactions to the symposium were a recognition of the vast fund of knowledge upon which these men could draw; an appreciation of the simple, direct, clear-cut method of presentation with no confusion of the issue by a bombardment of pedagogical terms; and an acknowledgement of the sincere effort to interpret the material in the light of possible changes in the school curriculum to provide a more flexible, interesting and overlapping program.

Our readers will be interested in one of the "brass tacks" (if only to pound it). Dr. Stolz aroused considerable comment by his suggestion of a change in the grouping of Junior High School students whereby girls would be at least one half year younger than the boys. Or, another idea he offered was the separation of boys and girls during these critical years to permit a presentation of subject matter in terms appropriate to each group. A change is necessary, he maintained, on account of individual differences in the velocity of the growth pattern. He stated that the present grouping is inadequate because "chronological age is not a measure of maturity level."

The afternoon session was devoted to a panel discussion by leading educators who were interviewed by a teacher-executive, Mrs. Helen J. Hunt, Claremont Junior High School, Oakland.

The California Elementary Principals' Convention at Sacramento by Sarah L. Young

Under the leadership of William J. Burkhard, Principal of Coloma School, Sacramento, the annual convention of the California Elementary School Principals' Association was held in Sacramento March 19 and 20. The host city literally and figuratively took the convention delegates and visitors by storm. The Chamber of Commerce handled the registration Friday morning while the city principals provided a special program of visitation in their schools.

Friday afternoon at the David Lubin School about three hundred guests were greeted by Charles C. Hughes, Superintendent of Schools. A panel discussion group composed of Oakland principals, directed by Dr. George C. Kyte, professor of Education, University of California, presented "Principals' Activities in Meeting the Needs of Exceptional Children." Members of the panel were A. G. Starr, W. G. Rector, R. W. Kretsinger, Mrs. Sue L. Fratis, Eva M. Ott, R. C. Bowman, Max S. Hamm and C. C. Grover. A spirited discussion from the floor showed that there were many ready to accept the challenge thrown out by the speakers.

Friday evening P. C. McChesney, Principal Newton Booth School and Chairman of the Sacramento Auditorium Committee, introduced the program furnished by pupils of the David Lubin School. Leo B. B. Baisden, Assistant Superintendent of Schools, discussed the program with its colorful setting, and described further the Sacramento Auditorium and its significance. The last speaker of the session was Miss Helen Heffernan, whom we always can count upon to say the right thing at the right time. Her discussion of "Newer Designs in Teaching Social Studies" came as a benediction rather than a treatise, and the delegates went to their hotels feeling, as always, that this gracious lady had made another outstanding contribution to the Elementary Principals' Association.

On Saturday the heavens repented the down pour of the previous day, and a bright sunshine greeted the delegates who arrived promptly at the Elks Club for a 9:30 meeting to listen to reports. It is impossible to put into words the inspiration gained from the reports of work in the various sections as given by the Section Presidents. All sections were represented. The presidents of the sections are: Ray Dean, Northern Section; Ray Wallin Wilson, Ukiah, North Coast Section; Fred B. Zimmerman, Oakland, Bay Section; J. David Laird, Bakersfield, Central Section; T. W. Moore, Atascadero, Central Coast Section; Mrs. Florence Mount, Los Angeles, Southern Section.

Progress reports were given by State Committees. F. B. Zimmerman reported 902 members to date. Robert Bowman reported on Juvenile Delinquency; Frank B. Smith, Sacramento, Research Committee; Harry Buckalew, Fresno, on News Bulletin, and J. Russell Croad, Monterey, on Legislation. Adin Henderson, Principal Eldorado School, Sacramento, presented a report on the Year Book. This book will be in the hands of the members in May. Subject: Current Curriculum Practices in Elementary Education. From all points of consideration this will be a study worth having, as it represents the best thinking of a large number of educators in the state. Mr. Henderson is to be congratulated upon this achievement.

Dr. James F. Bursch, Assistant Superintendent of Schools of Sacramento, held the attention of the delegates when he spoke in a most pertinent manner on "Learning to Count." Dr. Bursch gave a definite view into the future.

Saturday afternoon was devoted to routine business of the Association. Mr. D. R. Jones spoke for a few minutes on the Legislature, and answered questions which were presented. The nominating committee, F. E. Brolliar, Sacramento, Chairman, gave the following report President, Harry Buckalew, Fresno; Vice-President, Mrs. Gertrude Howard, Inglewood; Secretary, Harry H. Haw, San Diego; Treasurer T. W. Moore, Atascadero; Directors, W. J. Burkhard, Sacramento, George V. White, Burlingame, E. P. O'Reilly, Sacramento, Mrs. Myrtle Eglin, Ukiah; Year Book Editor, Sarah L. Young, Oakland; Associate Editor, Earl Andreen, San Diego.

The report was accepted and the officers unanimously elected.

The meeting place for the 1938 convention is San Diego. Oakland will probably be the meeting place for 1939.

In lighter vein the evening meeting demonstrated President Burkhard's idea of variety. Even the most dyed-in-the-wool delegate sat back and enjoyed the music of the Sacramento Convention Ensemble, and listened to the repartee of the impromptu speakers. The State Association thanks the president and his co-workers in Sacramento for their hospitality.

Public Schools Business Officials Meet

The Public Schools Business Association of the State of California convened in its Tenth Annual Convention, March 17th, 18th, 19th and 20th at the Hotel Sir Francis Drake in San Francisco.

Arthur A. Knoll, President, from Long Beach, was in charge of all convention activities.

CALL FOR BIDS FOR TEXTBOOK MATERIAL IN READING

For the Elementary Grades

THE STATE BOARD OF EDUCATION OF CALIFORNIA hereby invites sealed bids or proposals for the sale, or lease of the right to publish and distribute, in California, textbook material in reading, including preprimers, for pupils in grades one to five, inclusive, of the public schools of the State of California, for a period of not less than six years nor more than eight years, beginning July 1, 1938.

Manuscripts or sample books of the above material are requested immediately and must be submitted to the Secretary of the Board, 511 Library and Courts Building, Sacramento, California, not later than May 1, 1937. Each proposal or bid must be enclosed in a separate sealed envelope, addressed to the Secretary of the Board, marked "Bids for textbooks in reading for grades one to five," and must be submitted on or before the hour of 5:00 p. m. of May 1, 1937.

Additional information concerning the nature of bids or proposals, and the nature of textbooks, may be secured from the Secretary of the Board.

STATE BOARD OF EDUCATION,
WALTER F. DEXTER, Secretary.

Sacramento, California
March 10, 1937.

SANTA BARBARA SCHOOL OF NATURE STUDY

August 9 - 21, 1937

A Wonderful Vacation - - -

Boating, swimming, fishing, riding, golf, tennis, and all outdoor sports.

Two Semester Units of College Credit - - - -

Given by Santa Barbara State College.

An Exceptionally Wide Range of Natural Life - - -

In one hour you may drive from sea level to an altitude equal to that of Yosemite Valley.

Unexcelled Facilities for the Study of Plants and Animals - - -

Art Activities for Nature Units, Astronomy, Bird Study, Field Botany, Desert Life, Elementary Physical Science (Weather), Geology, Health Conservation, Insects, Mammals, Seashore Life, School and Home Gardens.

HARRINGTON WELLS, Director
SCHOOL OF NATURE STUDY, SANTA BARBARA STATE COLLEGE

J. A. Ormond, Secretary, Board of Education of San Francisco made all preparations for the convention.

A large enthusiastic group of delegates attended the Convention this year. The program as given was very helpful and enlightening to all present.

The next Convention will probably be held in Santa Monica.

The new officers for the ensuing year are: J. A. Ormond, President, Secretary of the San Francisco Board of Education; S. C. Joyner, First Vice-President, Assistant Business Manager, Los Angeles City Schools; Don B. Rice, Second Vice-President, Business Manager of the Oakland Schools; William Cox, Secretary, Business Manager of the Alameda Schools; W. H. Collins, Treasurer, Business Manager of the Whittier Schools; Leo G. Forth, Director, Burbank Schools; W. T. Helms, Director, Richmond Public Schools; A. P. Mattier, Director, Compton Schools.

Joint Supervisory Conference, *by Alice G. Mulcahy*

Representatives from seven counties, Tulare, Kern, Kings, Madera, Fresno, Stanislaus and Merced, met March 5 at Fresno for a day's discussion of common problems.

Most of us were there.

We came eager and ready to tell Fresno College a few things, i.e.:

What kind of teachers we want.

How they should be trained.

What kind of applicants needn't even apply.

In speaking of teacher improvement President Thomas explained clearly just what the Bachelor of Education Degree was and what it might do for our teachers in service. Those who are still ambitious to grow professionally will now have a chance. Recognition for community service done outside of classroom, travel study, and publications will now be credited toward this degree. (Encouraging, isn't it?). The six major are professional courses, social science, natural science, psychology and philosophy, literature and fine arts, physical education and recreation. For the remaining units there is much latitude in selection of subjects. Now to sell this idea to our older teachers.

Dr. A. R. Lang, chairman, set us in the proper frame of mind before calling on four superintendents to discuss The Kind of New Teachers We Want.

L. E. Chenowith of Bakersfield wants a real human being. His order was plenty big!

She must have:

1. Culture.
2. Effective teaching skills.
3. Ability to think clearly through things (even conflicting theories of philosophy)!
4. A knowledge of and desire to help in the P. T. A. movement.

With him human values count more—much more—than subject matter. But, mind you, he expects the teacher to absolutely know his stuff. Also, Mr. Chenowith suggests that *all* teachers be given cultural courses, and implores teachers to really know the industrial world.

He wants teachers to have had contact and experience—actual experience—with children in their natural setting so that there is a complete understanding of child nature, needs, and interests.

Finally, Mr. Chenowith concluded with this summarization:

"The timid; the sensitive; the devious-minded (always looking for a hidden motive), the 'alibi-ing' kind; the 'yes-yes' kind; and the gossip (amplifiers of nothing) have no chance in Bakersfield. Save your carfare."

✓ ✓ ✓

I can imagine that Fresno State had been thinking "Now that we know what's wanted, we can begin training" when along came Dr. Christensen from Lindsey with a different order to be filled.

He feels strongly that the colleges should carefully select educated persons to begin with and then give them training to become teachers of the children.

This seems to be the type picture of what Dr. Christensen wants:

1. Master of the situation (teacher must possess education, training, and techniques to such a degree that she feels perfectly at home in the classroom).
2. Not a psuedo-mother (but one who understands child nature and applies the right remedy when needed).
3. A seeker (one inoculated with germ of desire to continue to learn).
4. Normal person (not overdone in dress, appearance, nor manners. One with social acceptability. One who must be able to speak in public in a distinct and convincing manner).
5. An interesting person (besides being a highly trained individual, skillful in techniques, and highly successful in classroom guidance and playground leadership—she must have excellence in some other one thing—a hobby).

Can a training school do it?

✓ ✓ ✓

Modesto, according to Supt. Bradley, wants a teacher to know how democratic change is affected and to have some knowledge of the defects and conflicts of American democracy in the life of today.

His teacher must arrange a classroom procedure so that children live democratically.

The teacher must know the six basic laws of learning and *use* them.

She must have a basic philosophy of life (fancy having that when one leaves college!).

She must have common sense, must enjoy living, and enjoy service and must understand child nature and needs.

Mr. Emmett Berry, the new District Superintendent of Porterville, had been crowded out of his allotted time but did himself proud with his brief and humorous summary of the situation.

✓ ✓ ✓

Dr. W. F. Tidyman in telling how the candidates for teacher training are selected and guided, made us all feel that a rosier future was round the corner.

Buoyed up by a good luncheon and stimulated with selections from a beginning orchestra we launched into the afternoon's discussion. Mr. I. O. Addicott of Fresno City Schools spoke on "Introducing the Beginning Teacher to Her Job." He feels that this teacher is entitled to:

A sincere welcome.

Sympathetic guidance.

An early conference in which the curriculum, materials, procedures, and policies are well gone into.

A knowledge of the standards upon which she is to be judged.

An assignment to which she has had training.

A knowledge as to whether she is failing or succeeding.

He would establish friendly relations at the very beginning and then help her to locate and to solve her problems as they arise.

✓ ✓ ✓

The College Appointment Bureau under J. W. Canfield (Director) is doing a splendid job in the follow-up service. Mr. Canfield visits the teachers in their schools, observes them at work, ferrets out community difficulties, consults with other supervisors who have observed the teacher, finds out their evaluation of Fresno grads, and carries back to the college suggestions for better training. Mr. Canfield has the interests of the students at heart and tries to place them in situations where success is probable.

For real human kindness and common sense we cite Mr. Canfield.

"The Kind of Appointment Service We Need" was ably discused by Supt. Wm. Smith of Merced, Supt. P. L. Rivers of Madera, Supt. A. Walter of Sanger and Supt. H. R. Healy (Kern County). All of them want fewer candidates sent out but want these better qualified. They wish applicants to contact them at the proper time. Dinner hour, and after midnight seem to be bad times! Fresno is to instruct these applicants in application technique. Then, again these same superintendents wish honest (but not flowery) recommendations. They agree that *confidential* papers should be so kept.

Both administrators and college personnel realized that there is big work ahead. However, administrators came away feeling hopeful. With a chance for old teachers to continue work toward a degree, with a better weeding out of candidates for the teaching profession, with a knowledge of what schools need and want, and with a desire to meet that need, we should go places.

DIAMOND D RANCH

One Hundred Forty Miles North of San Francisco in the Redwood Empire

Close to the metropolitan area, in miles. Far, far away from the stress of metropolitan life, in spirit and in setting.

Twenty miles of giant forests, rugged mountains, and tumbling streams. Abundant wild life to fill the note book and photo album of the naturalist. Splendid fishing, reserved for guests. Horses, cowboys at their daily tasks. Trails, views of ocean and far mountain peaks.

Cabin comfort, friendly service, reasonable prices, special rates to teachers.

Try a summer of western ranch life, and go back to teaching next fall, with a renewed spirit and body.

DIAMOND D RANCH
Wallace E. Hiatt,
Willits, California

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

Weekly broadcasts are given on Mondays 9:30 to 10 a. m. over Western States Blue Network, KGO, by the California Teachers Association in cooperation with the National Broadcasting Company. The programs are directed by Arthur S. Garbett, the director of education, Western Division, National Broadcasting Company. Music by the New World String Ensemble is a pleasing feature of the programs.

The California Teachers Association presented Mabel R. Gillis, State Librarian, to their radio audience on February 8, 1937 to tell about one of the greatest advances in modern education which has been the development of the school library. The following was her broadcast.

Modern Libraries

I wonder how many of you recall the school libraries of twenty-five or thirty years ago. Those who do will visualize the shelves full of old poorly cared for volumes, or, even worse, books in all too good condition because wholly unsuitable for the young people for whose use they were presumably purchased. We were sure to find in the collection not only story series of very doubtful value either from a literary or an ethical point of view, but also standard classics far beyond the child's comprehension. Here and there we would come upon a collection which apparently had been bought solely for the entertainment of adults—the teachers themselves, perhaps, or the trustees of the district. Frequently, too, the library indicated without question that an over zealous and unusually persuasive book agent had sold his expensive, but useless reference sets to districts that had thereafter very little money for anything else—and the children went hungry for books, where there were no books to be had.

This picture is no exaggeration. Examples of these conditions were seen everywhere throughout the state before an intensive effort was made to build up an adequate school library system. In the old days the trustees of the various districts purchased books for the school libraries. Even with the best of intentions the trustees had neither the time nor the experience to enable them to buy wisely. This method of acquiring school libraries was changed in the early part of this century and the change came about in this way.

In 1909 a county library law was passed in California. This was designed only for the purpose of giving general library service to rural people, but when the law was rewritten in 1911, provision was made for other library units that needed help to join forces with the county library and receive book service. One of these other units was the elementary school district, which could, according to the county library law and the school law, turn over its library fund to the county library and then become a part of that organization. In the following year twelve school districts in one county became convinced of the feasibility of this plan and took the necessary steps to put it into operation. The spread of the idea was steady and satisfactory, and, largely in consequence of this arrangement, the school library of today is a happy contrast to that of the old days. Rural schools have almost unanimously joined county libraries in the counties where such libraries are in operation. By pooling their funds and placing the purchasing, care and distribution of the books in the hands of professional librarians, they have assured the children of a type of book service available no place else in the country on so state-wide a scale. Now the pupils have fresh supplies of books coming frequently from the headquarters library. These books are chosen to fit the needs of the school courses. If the class is studying about Mexico—as so many of them have been doing—books about that interesting country are sent—books telling of the customs, the daily life of the people, of their history and of their present condition. And these books are suitable for the grade to which they are sent. No longer are adult books given to children to discourage them from reading perhaps for all time. No longer are books allowed to stand on the shelves to gather dust; no longer are books, worn from much use, permitted to discourage the possible reader. Books of no further use in one school are moved on to another; books that are worn are taken back to headquarters and mended, or sent to the bindery, or discarded. What an impetus toward a universal love of reading this constant exposure to good, appropriate and attractive books must be!

However, books are not the only library materials furnished to the schools. Magazines bringing fresh and up-to-date information are provided if they are wanted. Pictures form a large part of school library service—pictures for the walls, pictures to be passed around the class, and often stereographs and stereoscopes. In some counties music records are a prominent part of the collection. This is especially true where there is an active music supervisor on the staff of the county superintendent of schools. However, in one county a physical education supervisor is one of the best patrons for music records, handling many to be used for folk-dancing, supervised play and exercises. Directions for her work are typed and pasted on the covers of the records so that the teachers may make the best use of them even while the supervisor is not there. This may serve as one example of the close connection between the schools and county libraries, helped, as it can so well be, by supervisors of special subjects or general rural supervisors.

City schools are no less well taken care of for their library needs than the rural ones. Many cities now have their own central school libraries with a supervising librarian to see that all schools of the system are well supplied and administered. I firmly believe that the children in the elementary schools at present will be far better equipped to take advantage of their educational opportunities in high schools, colleges and universities than are the students who are now attending these schools on the higher levels. The youngsters today are having very practical demonstrations in the use of library materials—the most practical possible because they are actually being taught to find the books they want themselves. I know of nothing more inspiring to a librarian than to visit one of these elementary school libraries. The time comes for a change of periods. Immediately there is much activity in the library. From classes will come very young students carrying small portable trays of books to be returned to the central library room. With an understandable air of importance they proceed to record the fact that the books have been returned, they put them back in proper place on the shelves and then go about getting out books to be used next. For this, of course, they may need much help from the librarian but all the time they are learning to use the catalog, to know how books are arranged according to subjects and to select books that will give them the information or the pleasure they are seeking. I say "pleasure" advisedly because we hope that more young people, by this greater emphasis on the use of libraries, will be brought to a realization of the very genuine pleasure that comes from reading—not alone pleasure in learning new facts but pleasure as well in beautiful expression and interesting thought to be found in so much of our creative literature.

Attractive picture books for the youngest pupils are in these school libraries; well-printed, carefully written and beautifully illustrated books for the older ones. Teacher-librarians help the children with their library problems. Entire classes visit the library on a regular schedule to learn of its resources and its use. Is it any wonder that we feel encouraged about acquaintanceship with libraries in the future?

So far I have spoken especially about libraries in the schools. Public libraries, both city and county, all over the country are doing their full share also to make children library users outside of school hours. The fine old children's classics, often in attractive new editions, are a prominent part of all library rooms devoted to children and young people. To these are added each year the best new books published for juveniles. This publishing of children's books is no hit or miss matter. Many publishing companies have experienced and talented editors in direct charge of the selection and publishing of books for young people. They go even farther and often stimulate the writing of books in fields that have seemingly been neglected. Every effort is being made to bring out modern juvenile books that are well written, excellently illustrated and bound, and interesting to the young reader. The libraries take advantage of this fine supply of children's books and not only display them where the young people can readily have access to them, but also encourage their circulation by every method the most ingenious librarians can devise. And so we have reading clubs of all sorts, book fairs and pageants, trips to foreign lands through books, book plays and reading contests. Surely if children need encouagement to read they secure it in great measure from their libraries both in and out of schools.

Perhaps many of you are thinking, "Well, my children do not have all these library advantages I have been hearing about," and no doubt some of you are correct in that thought. However, it is possible to secure all these services and if your children are not having them, see your librarian and your school authorities and find out why. These officials will welcome your interest, and your young people will be grateful all their lives for the deeper insight and the broader horizons you have provided for them through books.

JOHN B. KAISER HONORED AT DINNER

By Josephine De Witt, *President, Oakand Free Library Staff Association*

On the occasion of his tenth anniversary as city librarian in Oakland, John B. Kaiser was the honor guest at a dinner given by his staff on February 28th, at the Oakland Women's City Club. Over one hundred and fifteen staff members and friends of the library were present. They heard tributes to Mr. Kaiser from Mayor William J. McCracken, Mabel W. Thomas, assistant librarian, Russell Lowry, former library trustee and vice-president of the American Trust Company, H. G. Newman, vice-president of the present board, and Sydney B. Mitchell, director of the University of California School of Librarianship. A bronze desk lamp was presented by the staff association as an expression of their regard for Mr. Kaiser and his administrative methods. Further testimony to the last ten years of library progress in this city was borne out in letters and telegrams read at the dinner.

Both speakers and messages expressed warm appreciation of Mr. Kaiser's accomplishments as city librarian in Oakland. A resume of the innovations and activities which have so markedly, though gradually, changed the character of the Oakland Public Library would be a long recital. During these ten years the number of volumes in the library, their circulation, and the circulation per capita have all increased 100 per cent or more. Progress toward the "one dollar minimum per capita" standard of library support during this period has been from $.55 in 1925-26 to $.96 in 1935-36. Mr. Kaiser says we still have "to reach up to touch bottom"; but the trend seems significant to some of us.

Six branches have been added to the system since 1927, bringing the total to nineteen; of these, two were gifts to the city, one was built by the city, and three are housed in rented quarters. Two older branches were recently moved into buildings designed for library use and leased to the city by their owners, a happy compromise with the rented quarters problem. One of these is to be deeded to the city.

Some of these branches were added during the depression and stand as concrete evidence of Mr. Kaiser's success in keeping the total budget and the staff salaries from being trimmed during those years. Staff standards have been raised by the creation of new positions and the definition of professional and non-professional work in the library. Important positions created since 1927 include: library accountant and buyer, chief order librarian, pictures librarian, children's librarian for branches, library buildings superintendent, and assistant chiefs in several departments. The increase of clerical and page help and the installation of a four trunk line telephone system have speeded up service to the public in all departments and released the professional staff from a considerable amount of routine work. Several years ago a daily delivery service between the public schools and the juvenile department of the library was inaugurated. In 1935 the charging system was changed from the Brown to the Newark, and this year the circulation department has begun, through the Western Union, a book delivery service to shut-ins and others unable to call for their books at the central library.

One of Mr. Kaiser's fundamental conceptions regarding library administration is that it is about the most highly cooperative enterprise, certainly among publicly supported activities, in which communities engage. Were he being consulted in regard to this notice of the anniversary celebration he would insist that whatever has been achieved has been the result of the cooperation of city appropriating bodies, the Library Board, the Civil Service, the staff and the public. An opportunity for further teamwork of these agencies will present itself this year. It is not unlikely that a measure to authorize bonds for a new central library building will be put on the ballot next fall, and that, we hope, such a building will soon be added to the list of Mr. Kaiser's achievements in Oakland. His staff is back of him, and his community aware of his contribution to its cultural life.

Los Angeles Public Library Offers a Weekly Radio Program for Boys and Girls

According to the head of the Department for Work with Children of the Los Angeles Public Library a recent study of children's leisure time activities, made in New York, reveals the average child listening to the radio 21 hours a week in contrast to one hour of reading for pleasure. In Los Angeles investigation discloses that boys and girls listen to the radio from 14 to 56 hours a week.

For this reason Station KECA, assisted by the Children's Librarians of the Los Angeles Public Library, is broadcasting on Friday afternoons at 5 o'clock a weekly radio program for boys and girls that will make books and reading more vital to them.

U. C. School of Librarianship

Established with the encouragement of the Carnegie Corporation, New York City, the School of Librarianship of the University of California has just received and endowment of $150,000 from the corporation, according to announcement of President G. Sproul. The state university librarianship school is the only one accredited in California, by the American Library Association.

While the School of Librarianship is on the Berkeley campus of the University, its work is by no means confined to the northern part of the state, President Sproul points out. Last year two courses were given in the summer session on the Los Angeles campus, which if followed by two new courses to be offered this year will lead to the certificate of Librarianship. The four courses will be offered in future summer sessions on the Los Angeles campus, so that in two years students in the summer session there may be able to obtain the certificate.

The University of California was the first to train librarians of all the institutions of higher education in the west, when it opened its summer session in 1902.

The library crisis. Mr. Bernard De Voto in an editorial in The Saturday Review of Literature, January 16, 1937, urges his readers to investigate the crisis of decreased library appropriations when the need for library service has been enormously increased. He urges people to see for themselves how it affects their communities, to acquaint themselves with the problems confronting their library and to find out more about the services the library is rendering the community.

POWERS
NEUNER
BRUNER

A Survey of Science

An important three-year program in junior - high - school science that makes boys and girls keenly interested in the world about them.

THE WORLD AROUND US $1.20
Directed Activities - - $0.40

THIS CHANGING WORLD $1.40
Directed Activities - - $0.48

MAN'S CONTROL OF HIS ENVIRONMENT - - $1.60
Directed Activities - - $0.52

Prices subject to the usual discount

GINN AND COMPANY

45 Second Street, San Francisco

THE CLOTHES WE WEAR

A Curriculum Unit for the Sixth Grade

By EMMA A. VON HATTEN, *Principal, Marshall School, Sacramento, Calif.*

The class at work demonstrating textiles and their use for clothing

In Sacramento the Social Studies Course of Study is based on the problems of social living in a democratic society. The course for the sixth grade is organized into units which center on problems of the people of the United States and how they use their resources to meet their basic needs. While the type of unit is definitely indicated in the course of study only the slightest suggestions are made in regard to the activities to be carried on in its development.

The teacher is given great freedom to choose varied activities that will provide each student an opportunity to use all his powers of assimilation; she is urged to organize her activities and adapt them to her own class situation.

The Teacher and the Class

One of the general topics suggested is "How we use our country's resources and equipment to supply our people's clothing needs." Under this general topic a unit on "Clothing" was developed by Edna G. Boyer, teacher of the sixth grade at Marshall School. She was assisted by Miss Grace Alwurm, student teacher from the State College at Chico. There were 38 children in the class, 29 high sixth and 9 low sixth students.

How the Unit Was Introduced

Since the course of study clearly indicated the areas of interest for each grade the teacher had merely to guide the class into the selection of an activity for the development of the unit.

Mrs. Boyer wrote the title of the unit on the board and a general discussion followed in which she mentioned some of the problems they would meet and solve through various aids such as books, magazines and actual first hand experience. She placed the responsibility for the successful outcome of the unit on the class and stressed the value of cooperative learning. At no time did she refer to an intention on her part to teach.

Preparation

When teaching by the laboratory method it is exceedingly important that the teacher have a substantial store of knowledge on the unit. From an unbounded field of interests she must capitalize through her resourcefulness the curiosity and acquisitivenes of the children. She must plan and direct this activity so that facts in geography and history will have real meaning when measured with the life we lead today. The students must become sufficiently interested in their topic to regard the proper use of the tool subjects as quite a necessity in accomplishing what each one has set out to do. Again at times the teacher must provide for verbatim repetition of the worthwhile skills and always she must lead them to observe accurately.

In this type of teaching the writer wishes to add, if the teacher is not well prepared the class may frequently entertain incorrect information during the discussion periods and even lose confidence in the teacher as a leader.

Ends Sought

In this unit of work the teacher set as her goals:

A knowledge of the location of the areas producing raw materials for clothing and where the clothing manufacturing centers of the United States are located.

A knowledge of the methods employed in the production and manufacturing of clothing.

A knowledge of the clothing materials imported to the United States, their methods of production and import routes to our country.

Use of knowledge and skills acquired through the study of this unit and

Increased personal and social responsibility.

Organization of Working Materials

The teacher then familiarized herself with the books pertaining to the unit which are available in the school library. She selected and placed on the reserve shelf for reading:

American Lands and Peoples—Smith.
The United States Among the Nations—Atwood.
The Americas—Atwood.
The United States in the Modern World—McConnell.
The Clothes We Wear—Carpenter.
North America by Plane and Train—Aitchison.
Cotton—Turpin.
The Four Wonders of the World—Shillig.
North America and South America—Bodley.

The basic facts for the unit were then worked out. They consisted of 35 points of information pertaining to cotton, silk, wool and leather. Work sheets were prepared which noted the reading with page reference, the supplementary reading, suggested topics for reports, fifteen terms and words relating to the topic to be defined, and an objective test composed of 43 incomplete statements. Five outline maps were mimeographed for each student. These were maps of the world, of North America, of the United States, a railway map of the United States and a highway map of the United States.

Method of Attack on Unit

The First Day

A preview of the unit was given the first day. Class discussion followed and a number of the children contributed their own actual experiences. The information and knowledge already possessed by some of the members of the class furnished the basis for the assignments for the next day. Topics for the library period were then assigned to various children according to their interests and abilities. Each student was supplied with a folder in which to keep his outline maps, basic facts and work sheet to be used when the need arose. The social studies period is 55 minutes daily, and four weeks were allotted for this unit. The teacher utilized approximately half of this period for oral reports and discussion on the unit and topics related to it. The other half was given over to reading on topics connected with the unit, and completion of the work sheet, thus giving each student the opportunity to set his own rate of accomplishment and to secure assistance from the teacher if needed. To facilitate the required reading problem, arrangement was made with the school library to furnish sets of books related to this unit. Monitors from the class were responsible for carrying these books back and forth as needed during the social studies period.

Second Day and Thereafter

On the second day and at various other times still films and slides were shown. Altogether eight slides and eight still films were used; some of these were: A woolen mill; a southern textile mill; cotton; farmers waiting their turn at the gin; an old southern home; leather production and silk thread manufacturing.

All places mentioned were located on the wall map. Articles of clothing and raw materials were brought to the classroom by the children and interest was continually promoted for further research work.

Motivation

After the interests of the children were first awakened committees were appointed and given personal responsibilities. Other duties were self-imposed in a variety of activities which exercised all the powers of the children. The contribution each participant made was successful whether in a large

or small degree and this feeling of success and the inner satisfaction resulting from such service gave the worker increasing interest and a desire to accomplish more.

The Carry-over Into Other Subjects

Gradually the unit was developed day by day with continued and new interests carrying over into the other subject fields. For example, during the science period a study of cotton and the boll-weevil was made. A number of silk-worm eggs were secured but it was learned the larvae do not emerge until spring or about the time when the mulberry tree sends out its new green leaves for food for the worms. The eggs were returned to a dark cool place and last year's cocoons were borrowed from the science room for demonstration purposes. Arithmetic was necessary for estimating the cost of a wardrobe of cotton, one of wool and one of silk; for computing the cost of materials as advertised on sale in the newspapers. Accuracy was required in measuring the length and width of materials and for comparing the cost of ready-made with homemade clothing. Spelling, writing and English were used in the written and oral reports.

A dramatization dealing with life in the South on its cotton plantations was written by a committee of two girls and three boys. Every member of the class took some part in its presentation.

It portrayed especially the life of the Negroes and contained considerable dialect. The committee became greatly interested in the dictionary at the back of "The Uncle Remus Book" which helped them in pronouncing and understanding the dialect. In connection with this dramatization a group enjoyed reading the life of Stephen Foster and how he was inspired to write his plantation songs. One of the boys became a second Old Black Joe when in costume and to the accompaniment of a guitar, violin and two harmonicas he sang "I'm Coming."

During the art period a study was made of taste and style in clothing. Topics were discussed such as, the effect on the figure of large or small designs, of horizontal, diagonal or vertical stripes and plaids. Large cardboard dolls were dressed appropriately to their backgrounds; for instance a winter scene demanded woolens, a beach scene cottons, emphasis being placed on the suitability of the materials. A series of pictures was developed by the class showing the different stages of cloth from the sheep to the woolen mills and yard of material. The children drew the cotton plant in its various stages and also the silkworm and moth. A large chart was made showing all types of materials used for clothing.

Outcomes

The outcomes in Social Studies were an acquaintance with American ideals of living and of clothing through the years; a knowledge of the areas in the United States that produce raw materials and the location of manufacturing centers; a knowledge of the materials exported and imported; an appreciation of the contemporary problems of communities, states and nations living together, and a realization that many conditions today are a result of the events of the past.

Use of Knowledge and Skills

The students learned to study independently; learned how to get information from books, library materials and other sources; learned to separate the valuable from trivial information. They also developed poise and the better use of English in making reports to the class.

Personal and Social Responsibility

They learned to be dependable workers; used with care the equipment of the school as well as their own.

They developed the habit of evaluating their own work critically and honestly, and made progress in self-control; learned to work with a group and at times to lead the group.

They learned to respect the rights of others and to be thoughtful and generous in their regard; learned that the expression of an opinion should be based on facts and come only after thoughtful deliberation; learned to be loyal and helpful to the school, city, state and nation; learned to help the group by offering information and talents modestly and courteously; learned that a well educated person is better fitted for life today than a poorly educated one.

They also learned that our freedom depends upon each citizen's willingness to obey the law, to take an active part in group living and to respect the rights of others.

THE U. C. DEMONSTRATION ELEMENTARY SCHOOL

Summer session on the Berkeley campus this year will offer teachers an opportunity unusual as it is valuable. A progressive school, including the first eight grades, will be in session daily to serve as a laboratory for elementary school teachers. Here, it is hoped, the ideals, the ideas, that have reverberated in so many earnest conference speeches and have filled so many columns of close type, will come to life. Think of the privilege! To *see* a "scope and sequence", not in terms of crisscross lines, but of lively boys and girls! Actually to watch them "being integrated into the social environment"! To catch a school in the very act of being "the bulwark of our American democracy"!

John A. Hockett

Seriously, this demonstration school hopes to do exactly this, to serve as a laboratory experience instead of the usual library experience of courses in education. In addition to the eight grades that will carry on, a one room group will reproduce the conditions and problems of the one teacher rural school.

Two features of most practical value to an activity type of teaching will be courses in the industrial arts and actual experience in the technic of the class excursion. Many a promising "unit of work" is handicapped by the teacher's lack of skill in processes that might have enriched it—as spinning, weaving, pottery molding. Again, enriching opportunities to use the community resources may be lost because teachers don't know how to organize the class excursion and to make the best use of available experiences.

This unique summer session will offer the chance to clear these handicaps if they exist.

The names that head this program of opportunity inspire confidence that its promise will be fulfilled—John A. Hockett, Lecturer in Education at the university, will be the director. Helen Heffernan and Gladys L. Potter of the State Department will act respectively as Assistant Director and Principal. The staff of teachers are as distinguished in their individual fields as are these well known leaders.

A demonstration school comparable to this one planned for the Berkeley Summer Session has been carrying on at the University of California at Los Angeles, under the leadership of Corinne A. Seeds. It has been literally swamped with registrants and observers—an indication of the practical need for such an undertaking. As there is a definite limit to the number of observers who can profitably attend the school sessions, it may be advisable to apply as early as possible for enrollment.

Teachers who are also mothers of younger children will welcome this opportunity to combine a profitable summer for themselves and for their children as well, by enrolling the children as pupils in the demonstration school.

EASTER IN DEATH VALLEY

The West Coast School of Nature Study, an out-door field school sponsored by the San Jose State College, has just completed a most successful session in Death Valley, held there during the Easter recess, with a total registration of 185. This school is unique in that it discards the formality of the class room and substitutes in its place the out-of-doors as its working laboratory.

The field staff consists of six instructors: Fred E. Buss, Carl D. Duncan, Karl S. Hazeltine, P. Victor Peterson, Gayle Pickwell, and Emily Smith. Each instructor presents a separate phase of the work, and groups are divided in such a manner that by the end of each six-day session everyone will have been on the trail with each instructor and nearly every person in the entire group. The subjects covered at Death Valley were physiography, rocks and minerals, native chemicals, birds, insects, and wild flowers. During the summer program trees, shrubs, native materials and animals will be added to this list.

This informal program has been in operation for the past six years, during which time it has conducted six-day sessions, four per season, in the following areas of California: Redwood Empire, Lake County, Big Basin, Asilomar, Fallen Leaf, Yosemite National Park, Sequoia National Park, and Big Bear Lake.

The summer sessions this year will be held in San Jacinto Mts., Sequoia National Park and at Fallen Leaf Lake.

WESTERN SCHOOL NEWS

DR. H. L. FORKNER, Acting Principal of the Merritt Business School in Oakland, recently accepted an Associate Professorship in Commercial Education at Teachers College, Columbia University. His many friends extend congratulations and are pleased by the tribute to his ability.

SAM H. COHN of Sacramento, Deputy State Superintendent of Public Instruction, was recently honored through initiation into the Phi Delta Kappa Education Fraternity as a field member. He took an active part in the stimulating banquet program, during the joint initiation ceremony of Delta and Lambda Campus Chapters held in San Francisco, by responding to the address of welcome in behalf of the forty-eight new members.

THE STOCKTON City Board of Education is considering a survey of Stockton Schools. Under present plans awaiting approval, the condition of the school buildings and every phase of the educational program will be investigated by a university educational authority.

HOMER H. CORNICK, District Superintendent and Principal of the Davis High School, Yolo County, reports a call for a bond issue of $50,000 which will be used with insurance of $22,000 to cover the cost of rebuilding a new gymnasium at the high school, to replace the one burned in January. Work should be started during the summer.

Plans have also been drawn to add a three classroom wing to the main building, which was built ten years ago and designed to accommodate 150 students. The need for the extension is apparent due to an estimated enrollment next year of 175 students; and in addition, eighty pupils in the seventh and eighth grades are now crowded into the building.

DR. LOUISE L. HECTOR, President of the Berkeley Board of Education, was instrumental in effecting the restoration of all salary cuts of teachers and other Board employees, starting July 1, 1937. Naturally, the members of the school department are pleased and grateful to their Board President.

SUPERINTENDENT CHARLES. L. GEER of Coalinga is to give two lectures at the summer session of the San Jose State College during the first part of August. His general topic will be, "Hunting Fossils in the Coalinga Hills." The sub-topics as listed below show the dramatic interest which Mr. Geer can put into the subject of fossils:

The Rise of the Pacific Slope from the Pacific Ocean.
The Blessings of Earthquakes.
The Mistakes of Mastodons.
Petrified Worm-Holes.
All Backs Have Barnacles.
The Great Pecten Reef (31 miles of pecten shells, in places 8 feet thick).
Mountains of Oyster Shells and Some Oyster Stories.
The Wood Wasp Becomes Stone—He Lies in His Opal Shell (of opalized wood) for Twenty Million Years.
The Killer Whale Finds Himself On Top of a Mountain.

Mr. Geer not only knows his subject but he presents it so vividly that while you listen to him, you are yourself living in those ancient times. He brings to life the stark tragedy of a prehistoric drama as it

You haven't seen ANYTHING yet!

Southern Pacific is stepping out with new improvements, new trains, more trains, more downright travel value than ever before — no matter where you plan to go.

FOR INSTANCE: The most beautiful train in the West, the new streamlined *Daylight,* is now in daily operation between San Francisco and Los Angeles. It cost a million to build. You ride it for $9.47 (one way San Francisco — Los Angeles in the luxurious chair cars; $14 roundtrip). Coffee shop. Tavern. Sunny dining car. All seats cushioned with sponge rubber. All seats reserved in advance.

AND TAKE THIS: Three crack night trains between San Francisco and Los Angeles have new faster schedules: the fine, all-Pullman *Lark,* the great *Sunset Limited,* the improved *Coaster.* Check with S. P. Agent for new schedules.

AND THIS: Meal prices on the *Pacific Limited* (San Francisco to Chicago) are priced as low as: breakfast 25¢, lunch 30¢, dinner 35¢. They're served in the dining car. Similar meals on our new *Californian,* coach-tourist train from Los Angeles to Chicago.

THIS IS COMING: A brand new *City of San Francisco* (San Francisco-Chicago) will go into service later this year. It will be twice as powerful as the present streamliner, bigger in every way.

TO BE CONTINUED: *In other words, you haven't seen* anything *yet. 1937 is a big year for Southern Pacific and a big year for our passengers. Plan YOUR TRIP on Southern Pacific — this year a greater railroad than ever.*

Southern Pacific

is told in the fossils of the Coalinga hills.

Mr. Geer has established in the Coalinga High School a museum of fossils which is credited as the third best collection of fossils in California. Among many other valuable specimens, it contains two mastodon heads valued at approximately five thousand dollars each.

Superintendent Clarence Edwards of Fresno County has introduced a new program of supervision in the department of music. He has recently appointed Mr. Clarence H. Heagy as rural supervisor of instrumental music. Mr. Heagy's work is to encourage and assist with instrumental music in schools of 300 or less.

Clarence H. Heagy

Mr. Heagy is a graduate of Fresno State College with a splendid record in music. He has taken work at University of California at Los Angeles and at San Diego State College. For the past two years he has been teaching instrumental music in the Coalinga Grammar School and the Oil King Union Grammar School in Fresno County.

E. A. Jarvis, Assistant Supervisor of Science and Mathematics in the Department of Secondary Curriculum in Los Angeles City Schools, has been appointed to the vice-principalship of the John Burroughs Junior High School. Mr. Jarvis was formerly head of the science department of the San Pedro High School and has been in the department of course of study since February, 1936. Mr. Jarvis is a native son.

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery
Main Store
1120 Market Street
Opposite 7th Street
Telephone MArket 3303-3304
Specializing in food products for building and maintaining health
Send for Free Catalogue

BOOK REVIEWS

William Holmes McGuffey and his Readers ($2.25) and Old Favorites from the McGuffey Readers ($3.50). American Book Company. Both Volumes, Boxed, $5.00.

What contribution has The American Book Company made, by this publication, to the school people of 1937? Not one, but many. To the very oldest among us it must be a loved memorial of their own childhood, to be handled with delight evoked by seeing again, in their old familiar dress, those books which played so august a role in forming their own language, their taste in literature, and above all, their social and ethical code of life. To us of the elderly generation they come almost with a shock as the actual solid reappearance of what had seemed to us a myth. The present reviewer speaks for this generation. She grew up among a group—mother, aunts, uncles, whose everyday speech was shot through with actual quotation from or fine shaded allusion to a body of literature known to her childhood ears only as "McGuffey", regardless of ultimate sources. So vast, so varied, so weighted with authority, seemed this reservoir of wisdom and beauty, that today, coming upon this substantial reproduction, it has all the effect that one might expect if a new edition of the books of the Cumaean Sibyl were suddenly displayed in the nearest bookshop!

What does this publication mean to the teachers who are strictly of this present generation, leaders of progressive education, earnest advocates of our modern devices for "integrating the child into his social setting"? First of all, the reaction of such a teacher must be one of appalled amazement that children of that far off age could possibly have read, understood, and *loved* selections of English so far beyond the capacity of modern children, grade by grade, to read or comprehend. They were not a "selected" group, either. There wasn't an I. Q. of any kind among them. They came from the humble farm homes of a pioneering folk, whose speech was a mixture of miscellaneous inherited languages and idioms, and whose arduous life had given them no "cultural background" of any recognizable sort. Yet these children *did* read McGuffey's cullings from the fine storehouse of our mother tongue. They learned them by heart. They carried into adult life a disciplined English speech enriched and colored by golden phrases so wrought into the habit of their own tongues that for the most part they were used with no realization that they were borrowed. And what of the "purpose" of these books? To teach children to read? Obviously no, that was a by product, the object was to *train character*. Did they work to that end? We have no yardstick. But tradition and social data are all in their favor. Yes, we feel that the reaction of our younger teachers to these memorial readers, our teachers whose ears are numb with the cry "Too hard, too hard!", whose hearts are sore with the impact of juvenile crime statistics—the reaction of these teachers to McGuffey's readers must surely be a hurry-up call for sackcloth, yards and yards of it, and penitential ashes by the pailful.

Education and Social Trends, by Raleigh Schorling and Howard McClusky. World Book Co. Price, $1.32.

A "must" book for social studies teachers. Our ears are weary of phrases—"dynamic civilization", "changing conditions", "educate for democracy" and many a teacher must have wondered just what these phrases mean in terms of her own group of children and her classroom program. This book offers a pretty definite and concrete answer to such questions. Eleven "trends" are analyzed. Educational implications in each case are pointed out. Definite class room procedures are suggested. The eleven trends cover the most discussed topics of our shifting social scene.

Youth Serves the Community, by Paul R. Hanna and Research Staff, W. P. A. D. Appleton-Century Co. Price, $2.00.

An outstanding contribution to the most pressing social problem today—the necessity of finding ways to "harness the energy of youth—to improve—community life." It is not a book of theory. It is a selection of actual reports, selected from among hundreds collected. They are reports of projects in which young people of high school age or less carried out a piece of work that actually "served the community." Typical projects: public safety, civic beauty, community health, agricultural and industrial improvement, civic arts, protection of re-

CALIFORNIA COLLEGE OF ARTS AND CRAFTS
(State Accredited)
31st Summer Session
June 28 - August 6, 1937
WIDE range of stimulating courses in painting, design, applied arts, and crafts. Faculty of distinguished specialists including Vaclav Vytacil, Ethel Abeel, Hamilton Wolf, Xavier Martinez, Isabelle West, etc.
COURSES planned for art students and teachers, for professionals seeking new viewpoints, and for amateurs. Beautiful campus; delightful climate.
F. H. Meyer, President
Write for Summer Catalog
Broadway at College Avenue
Oakland, California

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
Phone: SUtter 2980

sources. Reports come from schools, from Scout groups, agricultural clubs, and other organizations of young people. They offer a wide sampling from our own country and include reports of projects along similar lines from a number of other countries.

This mass of evidence, demonstrating the possibilities of youthful service to our social life, has been analyzed with care. The consequent implications for our schools are clearly presented.

TALES OF AN OLD LUMBER CAMP, by John Hamlin. D. C. Heath and Co. Price $.80.

The story of a boy born and brought up in a lumber camp of Nevada, near the California line. Good supplementary material for a study of trees, conservation, or housing materials. Gives a full and interesting description of the processes by which a forest tree becomes commercial lumber.

OUR AMERICA, by Irving R. Melbo. Bobbs Merrill Co. Price, $.96.

This book is a definite contribution to the field of social studies, for in effect it gives an over view of our history through the stories of men who have helped to make that history We say *men,* though one woman, Jane Addams, is included in the list of 25 life stories. This approach to history is not new in itself. It is the distinction of "Our America" that the choice of materials and their presentation represent the best teaching methods of today. In choice of names, the chronological scope includes Lief Ericson and Walt Disney, with the balance weighted in favor of contemporary contributions. In presentation, the vocabulary and language structure have had the advantage of recently developed testing techniques. The organization is adjusted to present day types of instruction programs. Planned to make possible an easy transition in social studies material from the primary to the intermediate grades.

ON JUNGLE TRAILS, by Frank Buck with Ferrin Fraser. World Book Co. Price, $.98.

Illustrated by photographs of jungle life. A fascinating group of true stories about the wild animals of the Far Eastern jungles and the author's experiences in capturing them alive. Elephants, leopards, tigers, orang-utans, cobras—a great variety of animals, an amazing number of adventures, and the key note of all the stories is this, "No matter what an animal does to you, *be kind* to it. For the animal, be it mammal, bird, or reptile, always acts as nature intended it to act."

The young people of the upper grades will be thrilled by the stories written in a simple, direct style and at the same time will acquire accurate information about the jungle trails.

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 MARKET STREET

(Next to California Theater)

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the only state-wide professional society which unites teachers of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the proper development of California's most prized product—her children. It provides the surest way for teachers and friends of education to exert influence on school problems. Every State has such an association.

Foremost in the Association program over many years has been the insistence upon professional interests and activities. State-wide committees and conferences of the Association, working with Section leaders, have co-operated in every major educational advance and progressive front.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This insures high standards of service to school children and good living conditions for teachers.

California has a strong, workable tenure law, a law for which this Association is directly responsible. The Association advocates improved professional ethics and standards.

Through the Association, rural supervision has been established and retained.

California Teachers Association inaugurated the laws by which teachers are entitled to receive salaries during illness and retirement salaries upon completion of service.

At each successive Legislature, the Association has fostered good school laws. A great service of the Association has been the defeat of bad legislative proposals.

a. California Teachers Association has fought successfully for the retention of free adult courses.

b. The Association has defeated persistent efforts to deprive school boards of their right to fix and administer school budgets.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and state-wide newspaper publicity.

Through its Placement Service, with offices in Los Angeles and Berkeley, the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued many statements and bulletins on major educational problems.

The Legal Department provides Association members with authoritative opinions on matters of school law.

Every teacher in this State should belong to California Teachers Association. Join now!

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

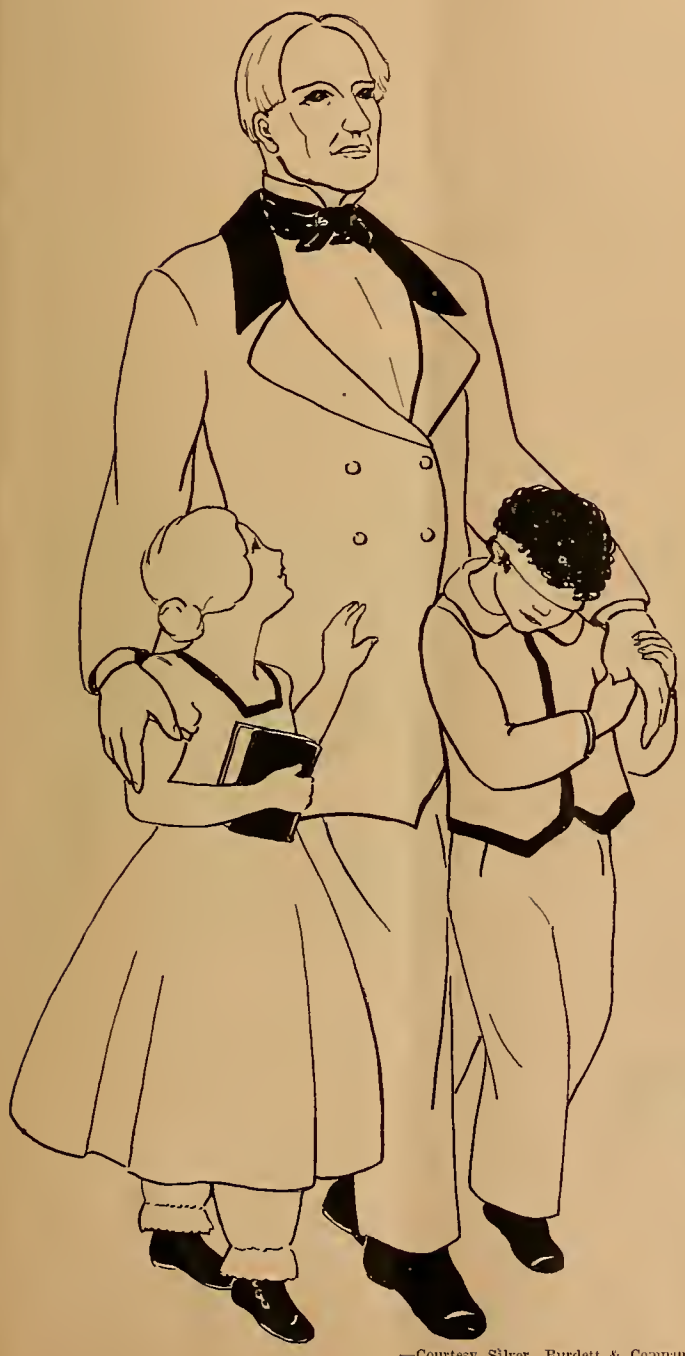
CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

SAN FRAN
PUBLIC LIBRA
PERIODICAL DEPT

The Western Journal of Education.

Founded in 1895 by Harr Wagner



—Courtesy Silver, Burdett & Company

In This Issue:

Jottings of a Traveling Bookman. W. M. Culp - - 3
Horace Mann, School Trustee 1837 - - - - 6
California Trustees, 1937 - - - - - - 6
Progressive Education Conferences - - - - 9
A Unit of Transportation - - - - - - 10
Library News Department. May Dexter Henshall - 12
Western School News - - - - - - - 14
Book Reviews - - - - - - - - 15

May, 1937

"The office of school trustee is the most important local office within the gift of the people . . . Humanity has learned to have great faith in the common sense of the toilers of the land. Trustees are seldom idlers. They are workers in our brown soil, and you can generally rely upon obtaining that which is right from them. They have been trained in the University of Common Sense."

HARR WAGNER, 1892.

The Journal of Geography

Official Organ of the National Council of Geography Teachers

This magazine, monthly for the school year, is devoted to the constant improvement in the teaching of geography. Every teacher of this subject will find aid both as to content and method.

CONTENTS OF A TYPICAL ISSUE

GANDIA:

A Vignette of the Huertas of Valencia, Spain
E. H. G. Dobby

Geography of Ethiopia and International Relations
A. Russell Oliver

A Profile in a Dairy Region of Southeastern Wisconsin
Loyal Durand

Modern Geography and Current Events
Willis H. Miller

Edited by GEORGE J. MILLER
State Teachers College, Mankato, Minnesota

Subscription Price: $2.50 a year. Sent free with membership to the National Council of Geography Teachers. :-: Annual dues $2.00

Published by

A. J. Nystrom & Co.

3333 Elston Avenue Chicago, Illinois

HOTEL
OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage. Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

DRIVE IN OUR GARAGE

Better *because it is always* fresher

Caswell's NATIONAL CREST Coffee

Not Sold at Stores.
We deliver direct to your home.
Telephone
The CASWELL COFFEE MAN
SUtter 6654 HIgate 1017

Automatic Electric Coffee Roasting Accomplished by the GEO. W. CASWELL CO.

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLIII, No. 5 SAN FRANCISCO, MAY, 1937 PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

CROSS CONTINENT in the month of April from New York to San Diego and Los Angeles and Beverly Hills has its moments. As one travels winter, spring, summer, winter and spring come and go as inconsequentially as the winds that blow. The states of New Jersey, Pennsylvania, Ohio, Indiana, Illinois, Wisconsin, Missouri, Kansas, Colorado, New Mexico, Arizona and California give impressions of the last of winter and the beginning of spring. One understands what spring housecleaning is to the eastern housewife as it seems to be the first cardinal offering of April. You leave mid-New York City in sunshine, cross through the Holland tunnel and take the broad highway past the Newark airport across New Jersey State. Soon you are running into snow flurries. The steel mills in the Bethlehem, Pa., region are black with smoke. Ice is still in the Susquehanna river. The highway across the Alleghany is wet, snowy and dry by turns. Cleveland, its usual cold and blustery April weather. Lake Erie, still fringed with shore jumbled ice. The big barns of northern Ohio and Indiana. The steel mills at Gary, Indiana, every chimney belching smoke. Chicago, in its Loop section actually erecting some new buildings, the first in almost a decade. The first of green grass and leaf showing in suburban Evanston and Oak Park, Illinois. The ride up Lake Michigan to Milwaukee by waters of turquoise blue. First cherry blossoms at Alton, Illinois. Clayton, Mo., with its beautiful homes surrounded by the greenery of the first two weeks of spring. Rain in St. Louis in cloud burst proportions. Summer across Missouri to Kansas City. Then winter again. Winter wheat in Kansas ankle high. Western Kansas still dry. Albuquerque bright sunlight and auto havens. 7800 feet on the Raton Pass and New Mexico stretching out ahead for untold miles. Arizona three weeks past the height of spring flowers. Imperial Valley and El Centro awaiting a backward summer for the first of the melon shipments. The Cuyamaca mountains clothed in purple laurel. San Diego a dream city of palms and homes and glistening Pacific across Coronado. Orange blossom time in California. Laguna Beach on its far-seeing cliffs doubled in population. Los Angeles and environs a bustle of building activity—the greatest in the United States. Homes of all kinds going up by the thousands. Beverly Hills and Westwood, picture book cities in the beauty of new and old residences. Los Angeles automobile traffic headed for the Happy Hunting Grounds, worse than the bronco taxi drivers of New York City. Mountains, sunshine, roses in multitudinous abundance, poppies in fields, uncut fields of head high oats, wheat and barley. Signs still of frozen avocado orchards in most part showing new growth. More life and bustle than anywhere else in the United States at the present moment.

THE CHANGING of the educational scene in Southern California in regard to superintendencies has been greater than usual this spring. Superintendent Vierling Kersey has stepped into the Los Angeles City superintendency from the office of the State Superintendent of Public Instruction of California. Dr. Norman R. Whytock, assistant superintendent of Schools of Glendale, following the sudden passing of former superintendent Richard D. White, was made acting superintendent and has now been appointed to fill the vacancy. Superintendent Will French of Long Beach has announced his resignation in order to accept a position at Teachers College, Columbia. The President of the Long Beach Board of Education has just been directed to interview candidates for the Long Beach position in the St. Louis, Mo., area. Superintendent Henry G. Clement, for the past nineteen years high school principal and superintendent of the Redlands Public Schools, has announced his resignation effective as of September 1, 1937. Superintendent Clement intends to retire for a well earned rest. Charles T. Samuels has been appointed to the district superintendency of the East Whittier schools following the sudden death of former superintendent Alfred Jones.

MUCH NEW school construction in California is dependent upon P. W. A. grants that are now under consideration. Being considered are requests for $9,520,008 for the State. Those listed for the Los Angeles region include El Monte, loan of $193,000 and grant of $157,909; Long Beach, grant of $74,369; Pomona, grant of $33,075; Taft, grant of $30,870; Glendale, grant of $31,889; Ontario, grant of $180,000; El Monte, grant of $91,665; Burbank, grant of $22,500; South Pasadena, grant of $122,727; Glendale, grant of $31,500; South Whittier, grant of $15,930; Arcadia, grant of $16,200; Puente, grant of $20,250.

ESCONDIDO, CALIFORNIA, the "Hidden Vale," renowned throughout the United States for its grapes and oranges and lemons, is one of the most attractive valleys in Southern California. Its foothills abound in cultivated orchards, the middle of the valley is given to vineyards and grain. To the south are the Cuyamaca mountains, to the east is the Palomar range, where is being erected the observatory that is to house the greatest telescope yet constructed. To the north can be seen the top of the San Jacinto mountain range. To the west are the black hills of the Coast range.

With the rest of Southern California Escondido is growing in school population. Plans have been made for a seven room addition by C. Delmar Gray, superintendent of schools. $18,000 have been raised by special building tax. If a W. P. A. grant is made the seven rooms will be constructed immediately. If not three will be constructed now and the rest later. The Escondido grammar school district is trying to finance itself on the pay as you go basis.

CLAYTON, MISSOURI, is one of the fine suburban residential districts that cluster around St. Louis, Mo., to the west. It has for

The Western Journal of Education will not be Published During the Vacation Months, June, July and August

years had an enviable record as a school center under the superintendency of John L. Bracken, one of Missouri's most prominent schoolmen. Former president of the Missouri State Teachers Association and sometime lecturer in Education at Washington University Superintendent Bracken has given the children of Clayton a most modern school system. The latest forward step is the planning of a junior school for ninth graders only. Last fall a $275,000 bond issue was passed for the purpose of relieving the pressure upon the high school, which is now housing twice the number for which it was intended. For the new unit a private school and its five and a half acre site was bought for $117,000. $35,000 is being spent in renovating the former private school for public school purposes. What is of special interest is the manner of the renovation. The idea is to make the new school most attractive in giving it almost a private club atmosphere. Fireplaces are to be in the English rooms, with tables and easy chairs, library style. The rooms for the fine arts are to be specially arranged. Venetian blinds are to be used throughout the new building. The plan is to create a feeling for learning through the attractiveness of the surroundings. The school is to be named the Wydown School.

BRUCE WALTER, district superintendent of the San Gabriel grammar schools, and the teachers of his six schools have this year been making a drive in remedial reading and in the fundamentals of arithmetic. The plan has called for the use of the Progressive Achievement Battery and the Iowa Reading Tests at the beginning and the end of the semester. Use also has been made of the McCall-Crabbs Standard Test Lessons in Reading. Superintendent Walter has departed from the customary use of these last lessons by breaking up each book into separate lessons and placing them in a transparent frame. In this manner some 1500 lessons can be secured from forty-five copies of each set. Then a certain number of lessons are rotated by turn through each of the schools, so that systematic drill is had in all of the schools upon certain fundamentals. Likewise in arithmetic Mr. Walter in each half year has set up some fifteen assignments taken from the state text, which have to be completed accurately by each student. And if this is done the fundamentals of multiplication, division, addition and subtraction have been thoroughly stressed.

HORACE O. ENSIGN has been district superintendent of the Newport Beach schools for the past 18 years. In that time he has seen a small seaside resort become a very prominent seashore city and still growing. Of more than ordinary importance was the completion of the Newport Beach Grammar School this past year. This school building is one of the unique school buildings in California. It is located upon the beach sands and the playground stretches out to the surf of the Pacific Ocean. $150,000 and W. P. A. labor was spent upon the school. It is of one-story construction, of reinforced concrete, in which 500 tons of steel was used. Two wings and a center section comprise the building. Seventeen classrooms, combination auditorium and cafeteria, modern lavatories, kindergarten and offices make an impressive showing. The west wing is devoted to the primary grades and the east wing to the upper grades. Noticeable features include the long cool corridors finished in pale green. Rooms are decorated in pastel shades due to the amount of light necessary. The kindergarten room is to the south and the kindergarten playground is upon the beach sands. This kindergarten room is the largest of three areas. Of the outer two, one is for play and another for construction. Facing the Pacific Ocean is a large bay window in which is placed a water tank for aquatic animals and plants. The superintendent's offices are unusually attractive. They are a mixture of colonial and Spanish in style with the walls paneled in white pine cream color in finish. Several of the classrooms have been constructed especially for activity instruction. These rooms are much larger than the ordinary classroom and have on one side out from the wall much cupboard space. In one corner is a work bench and sink. Rooms for art, music and woodworking have been designed especially for those subjects. The auditorium seats 500 and has a very commodious stage. The cafeteria kitchen is equipped with the

"What's in a Name?"

In the Name AMERICAN UNIVERSAL—is a line of School Furniture which is both AMERICAN and UNIVERSAL

***Universal* because**

it includes all types and sizes of school seating equipment . . . desks, tables, and chairs for every teaching method and administrative need; for every age and grade . . . from kindergarten to college . . .

because

every unit embodies all applicable principles of sanitary and hygienic design . . . every scientifically developed feature conducive to correct posture and sight conservation . . .

because

a single theme of graceful and refined design runs throughout the entire line. Every piece harmonizes with every other and with all styles of school interiors . . .

because

the highest standards of materials, construction, finish and adaptability built into any school equipment are built into every unit . . .

because

every piece is sold with a guarantee of universally satisfactory service.

***American* because**

If it isn't the American, it isn't the Universal.

The UNIVERSALIZED SCHOOL sets new standards of beauty, refinement and efficiency

AMERICAN UNIVERSAL—A NAME—A FACT—AN IDEAL

1 American Universal Better-Sight Desk

2 American Universal Desk No. 234

3 American Universal All-purpose Table No. 69

AMERICAN SEATING COMPANY

Public Seating for every School, Theatre, Church, Auditorium, Stadium, and Bus requirement. GRAND RAPIDS, MICH. *Branch Offices and Distributors in all Trade Areas.*

AMERICAN SEATING COMPANY

California Division:

207-225 Van Ness South — San Francisco
6900 Avalon Boulevard - - Los Angeles

Address above offices for catalog describing complete line of general school supplies carried in stock.

latest devices for expediting the preparation of food. There is central heating and the use of much acoustic plaster has made for the deadening of sounds.

Homer L. Nearpass, district superintendent of the Bellflower grammar schools, is ending his first year in his present position and has just been given a new four year contract at a substantial increase in salary. Mr. Nearpass is an Ohio man originally. He is a graduate of Western Reserve University, Cleveland, O., and has his M. A. from Teachers College, Columbia University. His graduate work includes extensive work at the Universities of Minnesota, Wisconsin and U. S. C. He has held various superintendencies in Iowa and Minnesota. For three years he was President of the Normal School at Manila. He has also long been identified with Y. M. C. A. work. He went Overseas with that organization. In 1927 he founded the Youngstown College, Youngstown, Ohio, a Y. M. C. A. affiliate. Under his leadership a fine school with large enrollment was built up and a $375,000 school structure was built, the only separate school unit of the Y. M. C. A. in the United States. In 1933-1934 Mr. Nearpass was superintendent of the Santa Barbara city schools under trying circumstances due to the fact that the city Board of Education was in difficulties as to who was legally superintendent. At Bellflower Mr. Nearpass has placed the system upon a sound financial basis and is carrying on a progressive educational program.

El Monte and the El Monte schools with Frank M. Wright in charge is continuing to be one of the fastest growing suburban communities in Los Angeles county. This is due to a resettlement unit in the district and the availability of much rich farming land at reasonable cost. Present enrollment now numbers 2250 with an A. D. A. of 424 more than at the present time last year. Due to this extraordinary growth a bond issue of $100,000 was passed last November. With this money and a W. P. A. grant that has been requested and hoped for, two new schools are to be constructed. One is to be placed upon a recently purchased site on the west side of town and the other is to be upon a five-acre site deeded to the school district by the Resettlement Administration in its tract. These two new schools are to be almost identical in design with a few minor differences. Each is to cost ultimately about $115,000. The plans have been drawn for three units, each with 16 classrooms, a cafeteria, auditorium, and administration unit. The plan is, if it is necessary on account of lack of funds, to construct the buildings by units as funds are available. Superintendent Wright is also expecting by July 1st to have a library building finished. This building has been especially designed for library use and a student center, with a library study room, a stack room, an arts and crafts room, and offices. Together with the districts of Garvey and San Gabriel, El Monte has now the services of Dr. Adele Brown as Psychologist and medical advisor. Dr. Brown has accomplished a great deal of good in her first year in this new position especially in adjustment work.

The San Marino grammar schools located in one of the finest and richest suburban areas of Los Angeles County has always been noted for the character of their school buildings and the educational program carried on in them. Superintendent E. E. Neher and his board of trustees are again planning to accomplish in school construction something not yet designed or carried out in the country. With two-thirds of a bond issue of $150,000 passed last February, a new primary unit is to be started by the middle of June with its completion scheduled for next Christmas.

The present Huntington School has just been reconstructed into one of the show schools in Southern California. The new primary unit is to be located on a plot to the west across a public road that is to be closed. The new unit is to be separate in all particulars with the exception of cafeteria and auditorium facilities from the main unit and it is to be connected to the main plant by a long covered corridor. This new unit is to be comprised of five classrooms, a large kindergarten, a Children's Rest Room, lavatories, and a teachers' room. The play ground is to be separate from that of the main school.

The distinctive features of this new school are in the arrangement of the classrooms designed with the activity program in mind. These rooms are 27 feet wide and 46 feet long. Each room is divided into three areas: library, classroom and workshop. The library is 9 by 27, the classroom 26 by 27, and the workshop 11 by 27. Each classroom faces the south with French windows. The library is divided from the classroom with book racks on either side of a middle portico. Opening out from the library through the French doors is to be a lawn with shrubbery for outside study. The classroom has reversible blackboards planned for one side and the French doors on the south. Between the workshop and the classroom with passage space on either side is cupboard space for equipment and storage of school work. In the workshop is a work bench, sink and storage space. In the workshop also is to be a tool rack upon wheels and a clay bin upon wheels. The teacher desk is to be a built-in feature between the workshop and classroom. Opening out from the workshop is to be a paved patio for outside construction activity.

The kindergarten room is to consist of a large assembly room with another large space given over for construction work. Plenty of storage space is to be provided for kindergarten equipment of all kinds. The kindergarteners also are to have their separate playground.

Progressives and Reactionaries

challenge you in the columns of

THE EDUCATIONAL SCENE

Social, cultural, and educational changes discussed by authorities.

Interesting and informative.

SUBSCRIBE NOW

$2.00 the school year.

Mail your subscription to

THE EDUCATIONAL SCENE

P. O. Box 830

Hollywood, California

THE WESTERN JOURNAL OF EDUCATION

Harr Wagner Publishing Company—*Owners*

Morris Wagner, *President*

Irmagarde Richards, *Editor* Margaret Mowry, *Assistant Editor*

Publishes the official news and articles furnished by the Superintendent and other members of the State Department of Education.

News and articles of interest to school administrators, trustees, and teachers.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

HORACE MANN, SCHOOL TRUSTEE, 1837

With this issue we join the ranks of educational journals which through the past months have been paying honor to Horace Mann. This year is the centennial celebration of the date when he first assumed the high duties of a school trustee. Laying aside the career in law and politics which was opening so propitiously before him, he dedicated himself heart and soul to "the path of usefulness" which led to the public schools of his state. "Henceforth so long as I hold this office, I devote myself to the supremest welfare of mankind upon earth."

Repetition does not stale these words. They still have power to stir us, and to give new meaning and value to that title we so seldom think of in its true terms of dignity and honor—the school trustee.

For school trustees form the very foundation of our American system of government. They are the only elected representatives of the people who are found in every community, however small may be the unit of local government. On their shoulders rests finally the huge structure of our schools, the very fortress of our democracy.

It is no new thing for the Western Journal of Education to give space to the honor of trustees. Harr Wagner, its founder, had always a strong feeling for the importance of their work. In the files of forty years we find again and again his words of encouragement for their problems and of appreciation for their devotion. We have quoted on the cover his words of confident praise for rural trustees, words written long ago, when California was still an agricultural state. Horace Mann would have understood those words. Today, seeking a way in which we can best commemorate his centennial anniversary, we believe it would be the choice of Harr Wagner, the founder, to honor Horace Mann by honoring in our pages his living successors in California.

We know that our trustees as a group are animated by the high spirit of devotion that they have inherited from Horace Mann. Today they struggle with problems of a scope and magnitude he never dreamed of. That they are not shirking these issues, but are determined to think them through, is evidenced by the papers that follow.

For we have asked a group of trustees, men distinguished for the services they have given their schools, to put into words some of the school problems that seem to them most pressing. Teachers and administrators, "servants of the people" all, should value this opportunity to realize what is going on in the minds of these representatives of the people.

Especially interesting is the paper of Mr. McDermott of Pittsburgh. For just as "the workers in our brown soil" today are outnumbered by the workers in great industrial plants, so too the problems of school trustees have shifted, from efforts to obtain rural opportunities to efforts in behalf of our young people caught in the complex of our industrial cities. In this report of what trustees have done in one industrial community the spirit of Horace Mann speaks clearly, carrying on into the new problems of a new civilization.

In paying tribute to such men we pay tribute no less to the first and greatest of American public school trustees, who set for all time the high mark for their devotion. Friends, teachers, school administrators, we give you—Horace Mann and the California trustees of 1937!

CALIFORNIA TRUSTEES, 1937

PUBLIC RELATIONS

By JOHN J. ALLEN

Mr. Allen as a member of Oakland's Board knows the problems of a large city system, and as president of the Trustees Association he has touched the problems of the remotest rural districts. We had the privilege lately of talking with him and with his permission we gathered some notes for the Journal which represent his point of view on a topic that vitally concerns our schools.

We asked Mr. Allen—"Out of your many sided duties as a board member, does any one phase of your problems stand out in your mind as of special importance?"

Mr. Allen said, "It seems to me that the matter of public relations is the point that ought always to stand first in the mind of a board member. The schools belong to the people, and the board member in the machinery of school administration is the only direct representative of the people. Sometimes he forgets this, except around election time! But he ought to remember it all the time, and his first duty is to see to it that the public be kept in close touch with the schools and their actual program.

"This can't be done with real success by any kind of printed publicity or even by talks before civic bodies. The place for the public to learn about the schools is *in the class room.*"

"But just practically how could that be done on any large scale?" We felt pretty incredulous, visioning "the public" in a mass invasion of defenseless classrooms.

"It has to be planned, of course. We worked out such a plan here in Oakland, and we feel it was a success. Each school principal was given a list of names of parents and other adult residents in the district served by his school. The names were arranged in groups of seven or eight, and a date and hour for class room visiting was set, and each member of the group was invited in writing to come to the school at the time named—*to visit classes.* At the conclusion of the visit, time was provided to come to the principal's office. Here questions, explanations, and discussions cleared up points of method or objective that may not have been understood by the visitors. They went away in nine cases out of ten full of enthusiasm for the work of the school and its results.

"The statistical report of this undertaking shows that 12,663 adults responded to this invitation to get in touch with their schools. On the basis of our 49,366 total school children, this represents a very satisfactory proportion of the supporting public who had gained a really substantial relation to their own schools.

"This closer relation has resulted in more solid support for the program of the schools. If, after this opportunity for close contact any opposition does arise, it must be based on a question of *fact*, not on a vague dissatisfaction with conditions not really understood.

"I feel that some such program as this, adapted to conditions as they vary in different localities, is the first and most important duty faced by the school trustee or board of education member. The trustee represents the people. He must see to it that the people keep in close touch with the schools and that they are solidly back of their program."

COMMUNITY EDUCATIONAL SERVICE

By W. E. McDERMOTT

Mr. McDermott is a trustee of the Pittsburg School District. Pittsburg is a town of about 10,000 population. The majority of the earning members of the community are employed by great industrial plants, branches of national organizations, that are located within the district. Besides the corporation named in this article, several other plants have cooperated in the fine pioneer work initiated by the Pittsburg trustees.

The School Trustees of the Pittsburg School District, two years ago, studied the problem of serving various community groups and the local industries with educational opportunities. No longer are schools thought of in terms of the younger people, but have assumed the responsibility for the education for the entire community. Our High School now has a larger enrollment in its evening school program than in the regular day school.

This active adult program has created a favorable attitude among the citizens that support the school system. The enlarged program offers a wider range of subjects, from many of which the average person might benefit. Little thought has been given by the schools to the opportunity of serving industry, the impression has been that the public school ended where industry began. Pittsburg has now developed a parallel system and an Industrial Educational program that has functioned efficiently in cooperation with the regular day and evening school programs.

In the initiation of the industrial program the Pittsburg School Trustees called upon the State Vocational Department to assist them in setting up an educational program for industry, for the training of executives and foremen in the Columbia Steel Corporation, a subsidiary of the U. S. Steel Corporation.

A conference for superintendents was given for thirty hours, and a number of foremen training conferences were given throughout the year; foremen being permitted to attend these conferences during company time. Special technical courses are being given in the Pittsburg High School; teachers being selected from the industry. Approximately fifteen teachers were given special credentials and have satisfactorily taught their technical subjects to groups engaged in industry. The classes were Metallurgy, Open Hearth and Combustion, Industrial Engineering, Shop Mathematics, Practical Electricity, Industrial Mechanical Drawing and Machine Shop Practice.

The students were exclusively from the Columbia Steel Corporation and the course centered around the daily occupations of the respective groups. The enrollment fee was furnished by the Columbia Steel Corporation

and definite appreciation has been shown by the Company in increased salaries and promotions for many of those participating in the program.

To acquaint the heads of the departments with the problems of industrial relations, a group of professors was engaged from the Department of Economics, University of California, and The School of Business, Stanford University. Each professor gave three lectures and divided his talks between lecture and discussion. The speakers were authorities in their respective fields and discussed such subjects as Industrial Relations, Industrial Management, Executive Leadership, Scientific Management, Personnel Management, etc.

The cost of these twenty lectures was borne by the Columbia Steel Corporation. They were held in the High School auditorium.

An apprenticeship system is also being developed in which we expect to place a number of the school graduates in the local industries. The Board of Trustees feels that they have been connected with a pioneer program and now see the results in increased school interest and civic attitudes on the part of the citizens and industrial leaders of Pittsburg.

The adult education program was developed with the industrial program and most of the service clubs and civic organizations sponsored groups in specific vocational activities. Some of the adult organizations for which the school assisted in organizing programs were: The American Club, Chamber of Commerce, Contra Costa Safety Council, Business Men's Association, Kiwanis Club.

The evening school program saw a remarkable growth from 150 to 600 enrolled. Now we feel that the entire community is school conscious and that school service can be rendered not only to the child of school age but also to their parents.

The reaction to the Board's educational program has been very satisfactory and the members feel that the efforts have been worthwhile.

OUR AMERICAN SCHOOLS

By JOHN C. ALMACK

Dr. Almack, as one of the best known and best loved members of the Stanford faculty of Education, needs no introduction to the readers of the Journal. It is not, however, as a professor of education that we asked Dr. Almack to write something for this issue. We asked him to tell us, out of his experience as a member of the Palo Alto Board of Education, what he felt was the most pressing problem of our schools, as faced by the lay administrator. This he has done in no uncertain words.

The American school system is one of the greatest creations of our people. What is its outstanding feature? Universal education, independent of creed, politics, race, or class. Education *of*, *by*, and *for* all the people. The free schools are the walls which protect our democracy.

No other land has so democratic a school system as ours. No other land has schools so free from propaganda and politics. No other land has schools so near to the people and so closely under their control and supervision. This last is essential to the security and usefulness of the schools.

How may the schools be kept close to the people?

The first step is to decentralize administration. Bigness does not make for economy; it adds to real costs. Large districts take away the influence and rights of the individual citizen; they often foster mass education of a formal and lifeless sort; they make for arbitrary and dictatorial management; they provide conditions favorable to graft and inefficiency.

The trend of the last twenty years has been for authorities in education to strip power and rights from the people and to lodge them in commissioners, bureaus, and departments. This is true of the State of California. Likewise there has been and is under way a tremendous drive to increase the budget, powers, and privileges of the United States Office of Education. This tendency means the use of the free schools (especially adult courses) for political and propaganda purposes.

Three things are immediately necessary: (1) that the friends of the American free school curb this autocratic tendency, (2) that they return authority to local boards and to the people, and (3) that they keep the complete control of the budget in their own hands.

The second essential is that the people exercise complete control over the course of study. Then it will be possible for them to provide for step by step improvement in accord with local conditions, needs, and standards. It is most fatal to any institution to admit revolutionary changes, regardless of the pretensions put forth by those advocating the proposed system.

Calling education "Progressive" does not make it so. The real truth is that an educational movement masking under that name, is *antiquated in theory and method.* Its original aim has been quite largely submerged by a new aim foisted upon its uninformed followers as "education for a new social order." What is meant by this aim? Will it stand the critical examination of loyal and intelligent Americans? I do not think so.

The specious doctrine with which the adherents of alien education begin their propaganda is that of Hegel and Karl Marx: "All is change", and as a corollary, "The form of change we advocate is inevitable." Such a view is at variance with science and scientific method, which are devoted to certainty and to fundamentals. The propaganda method is dialectic; a method outmoded a thousand years ago. The entire program is reactionary and destructive.

Two main tasks lie before our people in respect to what we teach and how we teach. The first is to bring clearly to the front the basic principles of Americanism; the next step is to harmonize the content of the curriculum with the findings of science and with the method of science, to the end that these principles be fully realized.

Education which makes the best of every boy and girl is education in accord with American principles. This is education according to nature; education for growth and personality. It is good for the underprivileged, for the superior, for all types. It is not formal, it provides freedom, it is adapted to successive stages of development; it is *progressing* education.

The third great need of today is for the school to set an example to business and industry in the treatment of its teachers and other workers. It should pay salaries that are ample for a high standard of living; set aside funds for retirement allowances, pay sick benefits, and insure tenure of position. A demonstration of genuine *social security* for teachers will advance the whole movement.

In addition, teachers and other school employees should help to determine the conditions under which they work. It will help them, it is true, but it will also add materially to the value of the schools. It is a sign of justice and capability to make it possible for teachers to assist school officers and the public in school planning.

The battle for democracy is already on; there is already a real struggle under way for control of the schools. Who controls the education of the young, will finally win. Friends of the American home, the church, free industry, and the American state should unite to defend and promote their own rights and the rights and welfare of their children. Let us say to the agitator, "Keep out of the schools."

I propose the American Education Society.

WHAT SHOULD THE SCHOOL TEACH

By CHARLES ALBERT ADAMS

Mr. Adams for four years served the schools of California as a member of the State Board of Education. At the recent Progressive Education Conference in San Francisco he served as judge, or "referee," for the spirited debate between advocates of the progressive and of the conservative theories of education. Although the debate went to a "no decision" finish, this well balanced paper may perhaps represent Mr. Adams' judgment on the merits of that now historic debate.

Our public schools are not fulfilling the hopes of the layman. They never have, and in all probability they never will; but there is nothing strange about this. Indeed it would be extraordinary if it were otherwise; because there is no problem with which we are confronted—social, economic, industrial or political—for the solution of which we do not look to education.

The criticism to which the public schools are being subjected is not new. There probably never was a time when they were not being criticized for something they were either doing or leaving undone; and most of, if not all, the criticism has come from parents whose complaints have been almost identical with those their parents had made of *their* schools.

Magazines of fifty years ago disclose that the school people, as well as the laity, were engaged in discussing the question "What Should the School Teach"; and it is more than ninety years since a survey was made of the public schools in Boston in which appeared the statement "Our present educational system unfits young people to deal with actual necessities; it takes away self-reliance, begets conceit and draws attention to what is ornamental rather than to what is fundamental." And our present day fundamentalists would be surprised to learn that what was there referred to as "ornamental" was not what is today so contemptuously termed "fads and frills" but comprehended the subjects required for a purely academic education which in the minds of some people should still be the primary, if not indeed the sole, aim and purpose of our secondary education.

Until very recently the school people presented a united front against attacks made upon the modern school. When complaint was made that the fundamentals were being neglected, that children could not spell simple words and that the curriculum had become infested with fads and frills, the school people were ready with two answers. The first was that under our changed social, eco-

nomic and industrial life the three "Cs"—character, culture and citizenship—were no less important than the three "Rs" had been; and secondly, that the tool subjects which included the three "Rs" were receiving as much attention as ever had been given them. They likewise insisted, and were ready to prove, that as a result of improved methods in teaching, modern children spelled better than did those of former generations. In answer to a complaint that the teaching of formal grammar was being neglected, the rejoinder was that the boy who truthfully and honestly said "It was me" was a better product of the schools than was the one who lied in pure English when he said "It was not I." Lines were thus drawn between the school people and the laity.

The battle still rages; but now along with the attacks from laymen comes an onslaught from the ranks of the school men. Their forces are now divided into what, in the jargon of the day, may be termed "reactionaries" and "progressives" with noncombatants who are willing to accept new ideas, but who want to hold fast to old ones they believe to be good.

It is not strange that there should be a diversity of opinion with respect to the type of education the schools should offer, because the dominant factors involved in the problem cannot be scientifically measured, weighed nor otherwise evaluated. Almost from the time the pedagogue was a slave who led his master's boy to and from school and Plato lectured in the Academy near Athens, educators and laymen alike have been asking two questions: "What Knowledge is Most Worth While?" and "What is Education?" Until an answer to at least one of these questions is found there is little likelihood of a consensus as to what youth should be taught.

Furthermore, the problem will not have been solved in its entirety even if we eventually discover just what should be taught; because there will still remain unanswered three questions: First, "Should it be taught to everyone?"; second, "How should it be taught?"; and third, (and this is by no means the least important) "Should it be taught in the public schools?"

There are still those who seem to believe that the fundamental purpose of the public schools is to furnish specialized service to the individual for his own benefit. They have lost sight of the fact that it was not for the benefit of the individual, but of the commonwealth, that public schools were instituted. Not only does this idea repeatedly appear in what was said by Washington, Jefferson, Madison, Monroe and Franklin in their advocacy of public education, but it furnished the reason for the Ordinance of 1642 of the General Court of Massachusetts. In the preamble appear these words, "For as much as the good education of children is of singular behoof and benefit to the commonwealth. . . ."

It would therefore seem that we may safely assume that the real purpose of public education is to qualify all the children of all the people to make their respective contributions, according to their native talents and abilities, to that enlightened citizenship which is dependent upon the proper and appropriate education of all the citizens. If it were otherwise there would be absolutely no justification for free, tax supported public schools. And this must be ever kept in mind in the discussion of proposed curricula and methods of instruction.

PROGRESSIVE EDUCATION AT THE BAR

By C. HAROLD CAULFIELD

Mr. Caulfield is president of the San Francisco Board of Education. During the session of the Progressive Education Conference in April Mr. Caulfield spoke for "the opposition" in the "trial" of Progressive Education. He has given us permission to use a portion of his rebuttal speech. The complete paper is available on request from the Director of Publications, San Francisco Public Schools Department.

This is a meeting of the friends of education. Frankly I never knew that education had an enemy. Certainly it has none today when citizens and taxpayers are so generous in their support of the schools. My five years as a School Commissioner have awakened in me the keenest possible interest in the work of our schools and of the schoolmen. No one has ever questioned my devotion to this cause or my unfailing support of our several school Superintendents in the realization of their programs through the budget we as commissioners of education control. I have come, therefore, to be fearful of anything that weakens or imperils true progress and delevopment in education. It is for that reason that I accepted the gracious invitation of this group to speak in opposition to so-called progressivism in education.

Let it be understood at the outset that we who stand in opposition to this program are not reactionaries. All change is not necessarily progress; the new is not for that reason alone the better.

The treasures of art, literature, science, music, are the heritage of a past that we are told should be ignored. The distinguished gentleman who is to follow me has said that we must "ignore the significant and persistent pattern which comes down from the past" and supplant it with a curriculum that takes "as its new orientation the social, economic and political life existing today with its new potentialities."

This same gentleman, in addressing this Conference but a day ago, declared that dances and dates were the most important things children learn in high school, and that they are more important than the teaching of science or mathematics "because getting along with the opposite sex is one of the most important things in any youngster's life." I would suggest that they be consistent, and inasmuch as California now has three race tracks where people go whether they should or not, that a course should be given in selecting a horse to win, to place and to show.

That is the very core of this movement, the scrapping of experience. One must be pretty sure of himself, mighty certain of his judgment thus arbitrarily to cut himself adrift from the wisdom of the centuries accumulated in the bitterness of experience. Can its object be the destruction and overthrow of all that experience and time has taught and the substitution for the experiences of those who do the educating, of the untried ideas of those who do the talking about education?

Now a certain amount of elasticity in our curriculum is essential, but after all, those in charge of the classroom are called "teachers." The name implies their duty. Children learn as a result of teaching, but are not called "learners." They are pupils or students, terms implying qualities of receptivity and of effort. After all, teaching requires some effort on the part of the teacher and learning calls for some conscientious effort on the part of the pupil. This effort must be directed. The proponents of this fantastic progressive theory of education would eliminate drill and set the child free to follow his natural bent, freed of discipline and with a minimum of mental effort.

In this desire to keep children happy in school we must be careful lest we make happiness the object rather than the incident of instruction. It is well enough to talk about making education "purposeful," another favorite word of the "progressives," if the term is properly understood and applied. Unfortunately, too many would never learn anything if as a condition precedent they had to be convinced of the purpose of such subject. Arithmetic, many of us believe, is an essential, but we have heard it said that if a child doesn't like arithmetic, but is interested in some other subject, let him be exposed to the course he likes best and gather his knowledge of arithmetic unconsciously and casually. Alas, it is only too true that there is no royal road to learning. Application and study are still as essential to the acquisition of knowledge as they are to the development of proficiency in any endeavor or art.

The inexperience of collegiate educational agitators is never more apparent than when they cry for the abolition of discipline. Good citizenship, love of country, respect for law and order, all have their roots in sound discipline. In fact, to a great extent, the same group that decries discipline in the schools is most vocal in its criticism of American institutions.

If we would know who are the true progressives in education we should look to the record. Progress in education has been marked by providing classes in instruction for so-called retarded children, by the establishment of the ungraded classes, by providing instruction for the deaf, by the establishment of individual schools for instruction of the crippled children and of children in delicate health, by the establishment of the Junior Colleges and the offering of courses in sound vocational training to children at an age where they can profit most by such instruction. In none of those things have the pseudo progressives had a part.

The so-called progressives seize a small portion of the educational process and by attaching to it a high sounding name, glorify it to the exclusion of the rest of the educational process. For instance, take the matter of integration. Sensible teachers and administrators have always, even before the pseudo progressive appeared, recognized the desirability of an inter-relation and co-relation of subjects. When the high sounding word, integration, was first advanced in connection with teaching, it seemed to signify some new advancement, but on close inspection it was found that it merely advocated the method that good teachers had always followed.

The inconsistency of the advocates of this type of schooling is never more apparent than when they espouse the "non-failure" theory. Children should be automatically promoted. Grades, report cards and success or failure in studies are archaic. If, as they say, the pupil is being prepared for life, is he being prepared for an order of existence that knows no failures and that has no experience as sorrowful as disappointment?

I am confident that if the selection of an educational program were left to those who do the actual classroom teaching, that the program selected would not be the one advanced by the so-called Progressives.

REGIONAL CONFERENCES OF THE PROGRESSIVE EDUCATION ASSOCIATION

These annual conferences can always be depended upon to "start something," and true to form they did certainly start some new lines of thinking and some warm discussion during these recent sessions.

The San Francisco Conference, April 23-25

The opening session introduced two visiting speakers, Lois Meek, Teachers' College, Columbia, and Carson Ryan, President, National Progressive Education Association. They defined progressive education as "a point of view," not a method. It is concerned with the child's personality rather than the facts he learns. It hopes to foster his imagination and creative ability, but to give him skills and information as well; to offer him freedom, but not deny him a sense of protection and security. It is a philosophy of protest against rigidity and artificiality.

The topic of the closing session, "Progressive Education On Trial," brought out a crowded audience. John Horn of the Mills College faculty, and Mr. Caulfield made the attack, which was ably defended by Mr. Ryan and Paul Hanna of the Stanford faculty. Portions of Mr. Caulfield's arguments are given in another column.

The two other general sessions paralleled those reported for us from Los Angeles.

Of the group conferences one which drew a large attendance discussed "Elementary School Reading." The leading speaker, Gladys L. Potter, was supported, or challenged, by a group distinguished for the contributions they have made to curriculum development, Elsie Toles, Irving O. Addicott, Gretchen Wulfing and Ruby Minor.

Mrs. Potter had organized her subject under compact topics. At the end of each group, discussion followed. This seemed a far more effective method than the usual plan of discussion at the conclusion of a long presentation. Topics discussed were, briefly —the vital importance of reading, even greater in the progressive classroom than in the traditional type of learning; when to begin instruction—after considerable vital and significant classroom experiences; importance of cooperative experiential stories; reading instruction must continue through all grades according to the needs of each child, to improve his capacity.

The Los Angeles Conference, April 26-27
Dr. Zachry and Dr. Tyler

By Gertrud Addison

Perhaps some day we secondary school teachers will understand young people clearly enough to feel confident about the experiences through which we are guiding them. If that comes to pass, it may be largely due to the study of adolescence being conducted by the Progressive Education Association. Dr. Caroline Zachry gave us a developing picture of the adolescent, and a glimpse of the possibilities for intelligent action by school people in his behalf.

In explaining the goals and scope of the Committee on the Study of Adolescents, Dr. Zachry first made clear the urgent reasons for this study. Is the youth, between twelve and twenty-four, a child or an adult? The rest of us treat him sometimes as one and sometimes as the other according to our needs for one or another contribution from him. In war-time we made him grow up fast—to earn, to fight, to propagate. In time of depression we tried to hold him back—"There are no jobs, we have no place for you—prolong your childhood!" This exploitation of youth to suit adult convenience being unfair and wasteful, it is fitting that we look at the adolescent for what he is really worth, that we study his needs and his optimum possibilities.

We find, says Dr. Zachry, three needs that cry for satisfaction: for social adjustment—to be an accepted member of an adult group, to be considered worthwhile in human terms; for a sense of purpose—to feel direction and to see a goal; for love adjustments. We have not been helping adolescents to satisfy these needs intelligently. A generation whose own growth was forced by a war psychology, has prolonged the childhood of a new generation to the danger point.

This commission hopes to pass on to the rest of us methods, techniques, and implements with which we may study the emotional needs of our young people more effectively. They have already set in motion among secondary school people a dynamic awareness of responsibility and a challenge which must produce results.

Against the background of Dr. Zachry's presentation, Dr. Ralph Tyler of Ohio State, Chairman of the Committee on Evaluation, developed in three successive conferences a discussion of "Newer Practices in the Secondary Schools." Progressive experimentation has already continued long enough to justify the checking of results, and educators for and against the newer procedures are clamoring to know the score.

This scholarly gentleman from Ohio has, as the boys say, "a lot on the ball." His lectures were immaculately organized and his response to questions was ready and penetrating. He enumerated eight common characteristics of the thirty schools in the eight-year experiment—schools so divergent in most ways, with enrollments varying from 5000 in Tulsa to 100 in the Dalton School, with financing provision all the way from $87.50 to $1500 per pupil per year. Every school, Dr. Tyler reported, showed the following definite tendencies or developments: An attempt to find truly functional materials. Emphasis upon wider varieties of learning experience apart from the verbal—more music, art, manual training. Utilization of community resources and participation of students in community affairs. Emphasis upon integration of content, of teachers, of pupils. Continuity of experience which, with the trend toward integration, has given us the core curriculum development. Building with the special vocational and leisure interests of students. Concern for mastery of methods of work and study versus the attempt to amass factual detail. Emphasis upon the development of self-direction on the part of students.

The chief value of the whole study is the opportunity offered for teachers to carry their creative ideas to logical conclusions and above all to check results. The work of the committee is to develop instruments of evaluation, to assist in revealing school needs and points of effectiveness, to obtain evidence of actual changes in the human beings whose growth concerns us, and to weigh that evidence.

ANNOUNCING A BRAND-NEW GREGG TYPING PROGRAM

For Intensive Courses

Typewriting Technique, by Harold H. Smith. Published less than one year ago but already our most popular typewriting text. The features that have contributed most to the remarkable success of **Typewriting Technique** have all been incorporated in the new Gregg Typing text. In both texts the objective is the development of superior typewriting skill before any but the simplest applications are attempted.....**List Price, $1.00**

For Secondary Schools

Gregg Typing, Second Edition, by Rupert P. SoRelle, Harold H. Smith, William R. Foster, and Clyde I. Blanchard. A fast-moving text that eliminates monotony from the typing course. 185 of the most common words are introduced in the first five lessons, and 338 in the first ten lessons. The "copy" type of alphabetic paragraphs and of stories containing only one-syllable words mark the early lessons. Contains new-type flash and fingering preview drills. The first semester is devoted exclusively to the development of sustained typing skill and the second to personal and business applications. Daily lesson units with supplementary material for superior students. A complete cycle of modern typing learning. Pedagogic economy.
Elementary Course....**List Price, $1.20**

For Personal-Use Classes

Typewriting for Personal Use, by Dr. E. G. Blackstone and C. T. Yerian. A new and unique text for junior high schools and all students who want to learn typewriting for personal use. The student's basic skill development admittedly should be the same regardless of his objective, but the personal-use objective can best be attained through the application of this skill to non-vocational material. The increased demand for a course of this type has led to the publication of **Typewriting for Personal Use.** Ready June 15.

Place orders now for sample copy.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

A SPECIAL CLASS STUDIES TRANSPORTATION

By R. E. GIBSON, *District Superintendent of Schools, Walnut Creek, Contra Costa County*

This unit was recommended to us by Doctor Paul Hanna, with the comment, "It actually transformed a group of almost unmanageable children into civilized human beings." Mr. Gibson's report would cover about five times the space at our disposal. But even in this abbreviated form, the report is of significant value as objective data on the workings and outcomes of an activity unit. We feel under obligations to Doctor Hanna for calling this report to our attention and to Mr. Gibson for permitting us to use it in part.

This is an attempt to give sketchily the activities and experiences of a special class in a small community during its study of a unit on transportation.

During the first half of the year, teachers and principal met every two weeks to study some of the newer trends in curriculum development. The social, psychological, and philosophical backgrounds of education were explored, to gain proper orientation. By the time the second semester started some of the teachers felt they were ready to attempt experiments with an integrated curriculum. One group was chosen for more intense experimentation and as a demonstration class for the rest of the teachers.

This group consisted of twenty-seven children ranging in age from eleven to thirteen years. Most of these children had been in a special class throughout their school career. Many of them had been retarded because they were non-readers. The class had been the recipient of all maladjusted pupils in similar age groups throughout the school. Some were from broken homes, some had no mothers, others were county cases boarded out with families. Few had any kind of stable home life. Most of them were maladjusted. Normally most of them would have been in the sixth grade. Actually few of them were doing standard fifth grade work. We had begun to forget about grades when referring to this class. They often referred to themselves as the dumb-bells. Here was an attitude that had to be broken down and a more constructive one built in order that they might come to realize their proper place in the social group.

A Gates Reading Test, administered at the first of the year showed a wide range in reading ability. This was important to know for any reading that became necessary for the development of the project had to be in terms of individual abilities of pupils.

The following facts we attempted to gather concerning physical, mental and social characteristics:

Physical condition of child, chronological age, home environment, previous training, social attitudes and habits, work attitudes and habits, emotional development, interests, special abilities, mental age, reading age.

How the Unit Started

Our psychological background had emphasized the importance of child interest. We determined to survey rather carefully the interests of these youngsters. About three-fourths of the group were boys. Already the teacher had noticed that many of them were making small models of airplanes and gliders and were sailing them on the playground. When left to their own initiative in creative art they quite often drew automobiles or trains or airplanes. In talking it over with the pupils themselves, they evinced a lively interest in transportation. They began collecting all the books they could find which bore on the subject. The teacher did likewise and before long they had a library of thirty-five or forty books bearing on the various phases of transportation. A large, over-sized girl was given perhaps her first responsible job as class librarian. The class made their own rules as to the use of the library.

They discussed many of the activities in which they must engage. They would have to do a great deal of reading. They would have to learn to express themselves better. They must keep accurate records. They wanted to learn to draw and construct many things they were talking about. They would take some excursions and see some of the things they were reading and talking about. Maybe they could take some imaginary trips on boats, trains or airplanes. One boy said, "We'll be learning the same things we've been learning but in a much more interesting way."

The following methods were used in introducing the unit on transportation: discussion of the meaning of transportation, listing all the uses of transportation, discussion of the different methods of transportation used by the children and families. Some of the children came to school on the bus. They didn't know how many were carried. A committee went to interview Mr. Hopkins, the bus driver, concerning costs, number of pupils transported, laws and regulations governing use of the bus, safety rules and conduct on the bus.

Some children were brought to school in automobiles. Some of their fathers used automobiles to go to work. Some of their mothers used them to go after groceries. The family went visiting, took rides, took vacations, etc., in their automobiles.

Two kinds of trains come into Walnut Creek—the Sacramento Northern (electric) and the Southern Pacific (steam). Some of their fathers take the train to work. One or two take the ferry to San Francisco. Guy has an old horse and buggy which he hitches up to take his friends riding. Some of the boys live on farms. Trucks are used to haul feed for the stock or to haul produce from the farm. Many different uses for transportation were discovered right around Walnut Creek.

Right away the children developed a more inquisitive and curious attitude toward their environment. The word "research" was introduced and its meaning discussed.

Here were some of the problems which perplexed them: How did early man transport himself and goods? What is the difference between the way ancient man lived and the way man lives today? Why could early means of transportation not be satisfactory today? Without modern means of transportation what would happen to our civilization today?

By answering these questions they soon saw the tremendous importance of transportation in the development of modern life. They saw that they were living in a community where transportation plays a large part in its activities and in the activities of each of its members. They saw it functioning as one of the major social functions of the community, making it more inter-related and inter-dependent. The unit provided an opportunity, through many studies of the community, for them to become more familiar with their own immediate environment. They also studied the history of their community, in which transportation played a very large part. They quickly appreciated the fact that school work done in this way was much more closely related to their present living.

They early appreciated the fact that simple means of transportation were all right when most of the people lived on farms and were able to make and grow all they needed. But the large city couldn't exist as well without the fast means of transportation that we have today. Even a small place like Walnut Creek would have a very difficult time if we had suddenly to go back and depend on old methods of transportation.

Integration of Subject Matter

The children compared different methods of travel as to costs. They compared the cost of traveling to San Francisco by auto and by train. By securing data from their parents on the cost of gas, oil, tires, insurance, grease, operator's license, license plates, auto parts, garage bill, etc., they became familiar with costs of automobile transportation. Planning in advance by the teacher must be quite flexible. Most of the planning was done by the children with the assistance of the teacher who endeavored to maintain real educational objectives.

Discussion Periods

(Under this heading Mr. Gibson gives verbatim reports of informal unplanned discussions which led to voluntary individual investigations.)

Building Their Community

At the beginning of their second week, during their discussion and planning period, the children decided to construct a miniature Walnut Creek and vicinity. They would show all the transportation lines, such as highways, railroads and electric lines. The town would be laid out according to scale. In this project they showed the different means of transportation for passengers, freight and produce. It became necessary for them to become more intimately acquainted with their neighborhood—what crops were grown here, how they were transported, and what products were shipped in. This being a section where many walnuts were grown, they found out that they were being hauled by trucks from the different farms in the community to the association where they were graded and cleaned.

Later on a committee from the class interviewed the manager of the Association to find out specifically the part that transportation played in this most important industry in the community.

A committee interviewed the manager of a local tomato cannery to learn the part that transportation plays in this industry.

All the principal buildings in town were constructed according to scale and each child made a study of the building he was responsible for. This involved close observation and measurement on part of the children. Large opportunities for art work were possible in the construction of these buildings.

They were made out of manila tag board and designed with crayons and paint.

Other committees were appointed to visit merchants to see the unloading of goods brought by trucks or by other means. Here are some of their questions: What is the amount of goods shipped by truck? By train? Which way is preferred? How often do you ship in goods? Where does it come from?

From the station agents they found out the amount of train service through Walnut Creek.

In the solution of some of the pertinent problems involving arithmetic, they discovered that they were weak in some of the fundamentals. They took time out for drill in whatever weakness manifested itself. Drill followed need and did not anticipate it. Subject matter became only the means to an end not the end itself.

Opportunities For Free Reading

Opportunities were provided in the afternoon for searching among the books in the library for pertinent information in regard to transportation. The teacher gave time to each child to see what books fitted his reading level. A half hour was given to silent reading after books were found which fitted the interests and abilities of each child. Each child had a chance to read some interesting feature of his book to the group. Russell read portions of a book entitled "The Story of Steam." A very worthwhile science lesson ensued. It developed that the children—some of them at least—knew even more about the working of steam in a boiler and cylinders of an engine than the teacher. It rather delighted them that here was a field of knowledge in which they might even be able to enlighten her. Considering the social background of the group and their accustomed failures in the more formal subjects, this was important. They saw that this was a method in which they had a real part, that each one was responsible for some of the learnings that took place—in short, that this was a cooperative endeavor where each could make his contribution for the good of the whole.

Another boy read the story of a "Tugboat." The principal told them about his first trip to Europe on the Berengaria and how because of her tremendous weight, it was necessary for tugboats to pull her out into the water until she could propel herself by means of the momentum gained from the tugboats. They became very interested in this trip and implored the principal to tell more about it later. This he did—spending an hour once before a map, tracing the route he had taken, telling of the people and the various conditions he had found in different countries, the methods of transportation he had used and how some of these differed from those at home.

Throughout this experiment in learning, we were all becoming aware of the almost unlimited field for pursuing knowledge. Questions and problems were continually brought in that lead to further research and study.

So far it had been difficult to formulate preconceived plans. Everything was proceeding more or less from the children's interests and questions. It was apparent, however, that the field must be limited. The project must not get on such an elaborate scale that the group might become lost in the execution of detail, and thereby become discouraged. They decided to hold the project to Transportation in the Community.

The Study Leads To Many Community Contacts

At the request of a committee, Mr. Ebey, station master at the Southern Pacific depot, visited the room and gave a talk on transportation and how it affects our community. The children kept him there for an hour answering pertinent questions. He told them of the tremendous changes that had been made in transportation in the last 30 years and how this had changed our whole way of life. In 1906, the Southern Pacific had two passenger trains daily into this valley as well as one freight train with twenty cars. Now, thirty years later, they have no passenger trains and a freight train of only one or two cars two or three times a week. These carry very little freight. Less tonnage is now moving through this valley because the crops have changed. They formerly grew the bulk crops such as: hay, barley, wheat, oats, etc., which were used as feed for horses. With the advent of the tractor, the motor truck, and the automobile, the need for horses disappeared and the crops of the community changed. Walnuts and fruit are now grown and make a much smaller bulk when harvested than grain. Trucks and the Sacramento Northern (electric), because of more direct routing do most of the hauling today. The Southern Pacific gets very little of this business. Noting the trend of the times, the Southern Pacific has now brought into use huge trucks for hauling goods.

The facts they acquired from Mr. Ebey were too numerous to attempt to enumerate here. He invited the children down one day when a train was in and had the engineer show them over the engine and explain its workings. They learned the uses of refrigerator cars, the types of fuel used in engines, how airbrakes worked on trains, the strength of an engine, the capacity of a freight car, etc.

The next day they gave talks on what they had learned and wrote all the information they had acquired in their permanent record books. These were periodically checked to note errors in spelling and composition. Any errors became a matter of individual correction and drill. Thus learning became motivated by being useful. In their industrial art work, they made models of the different kinds of transportation.

They asked Mr. Jensen, an aviator in the community, to come to the class. He gave them a short history of the development of aviation. The uses to which airplanes are being put, are increasing all the time. Besides transportation and warfare, crops today are being planted by means of airplanes; trees are being sprayed, machinery is being transported into inaccessible places and raw materials taken out. Most of the boys were interested in becoming pilots. The physical qualifications of a pilot were stressed. This interview promoted a further study of aviation.

A retired druggist lived in the community, who had made a hobby of carving and had done some splendid work. The class invited Mr. Taylor to spend an afternoon with them and show them how to carve. They watched and listened most attentively while Mr. Taylor explained how to use carving tools. He helped them make their first crude efforts in carving. He presented them with three tools which were most essential in carving. It was five o'clock in the afternoon before the principal could persuade those boys to leave the shop. Already several very creditable designs of Viking ships and other ancient vessels had been carved. Another interest had been found for these lads which possessed more appeal than had ever the more formal classroom program.

By this time so many of the boys were bringing plans for construction of different models of boats, trains, airplanes, stage coaches, covered wagons, automotive conveyances, etc. that they asked the principal if they could have some time in the shop everyday. Since there was no one else to supervise them while there he agreed to spend two hours with them every morning pending their good behavior and diligence throughout the day. It goes without saying that henceforward discipline problems for what had been rather an unruly group practically disappeared.

It was a special privilege for them to use the shop which heretofore had been used exclusively by the seventh and eighth grades. They accepted the challenge and their behavior thereafter warranted all the time that the principal was taking from administrative duties. Moreover, they were gaining a self-respect and a feeling of importance in the total group which up to this time they had sadly lacked. Every phase of their school work improved. Greatest improvement was noted in conduct and social control. They were learning to work together with a quietness and cooperative spirit that surprised and delighted the teacher and principal. The children themselves noted their own improvement. One of them spoke to the principal about it one day.

"Do you notice," he asked, "how much better we're growing, and how much smarter?"

"I think I do, but what makes you think so?" replied the principal.

"Well," said the boy, "look how much better we behave and see how much more intelligent our questions are."

Certainly here was evaluation in its highest form. In every way they showed marked improvement. In reading ability there had been an average increase over a nine months period of 1.4 years.

Much more important was the growth in attitudes, appreciations, and understandings, finer attitudes toward the people of the community, better understanding of the community, clearer knowledge of the work that people do, and an appreciation of inter-relationship and inter-dependence.

ST. GERMAIN RESTAURANT

60 Ellis Street, San Francisco

Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.

Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00

Phone: SUtter 2980

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

THE OUT-OF-DOOR LIBRARY

By ANNABEL LEARNED FLEMING
Principal, Stations Department, Los Angeles Public Library

Our out-door reading rooms seem to have filled a need that no one even suspected existed. In October, 1936, the Garden Reading Room collection of 200 books and half as many magazines, was put in the charge of a W. P. A. worker. The equipment is an iron table shaded by a gaily-colored umbrella, a display table and a book truck on which the books and magazines can be spread out. A sign carries an invitation to read in the garden, and gives the hours of service, and the whole is surrounded by alluring benches. No library card is needed. One book or one magazine may be taken at a time, the patron merely signing his name and address on the book card, and by request, he may take it home over night. Only discarded books are used, their shabbiness covered with bright colored paper jackets, also made by W. P. A. help. On the top of each jacket is pasted a short annotation of its contents. Magazines, not too old, are salvaged from branches discards or begged from many sources.

Library Garden Reading Room

Patrons of the Library Garden Reading Room are transients, more often than not, the well-to-do-guests of nearby hotels and apartments, strangers in town who cannot get a library card and who welcome the chance to read in the fresh air and sunshine, rather than in a stuffy, crowded room inside the library building. They appreciate also the privilege of taking a book home over night—a privilege to be had nowhere else in the Library. As one old lady, a daily visitor for weeks, said: "I could not get a book anywhere else but here. This is the Library's crown of glory."

Women patronize this collection more than men do. Girl stenographers read at noon, suburban shoppers waiting for an appointment, or for a train, as well as the strangers in town with time heavy on their hands. But men there are, too, with time to put in, waiting for their next work period, some with no work in prospect, and frequently there are old time residents who are card holders but who are attracted by the sunshine and benches and bright looking books. Many come only once, or a few times, but some come often. They welcome a little advice and can be helped to a better grade of reading material.

Transient Readers

Glimpses of the personal problems of this cross-section of humanity are viewed with the frequent visitors, some happy, some interested and alert, many sad and discouraged, a few desperate. There is the casual visitor, the world traveler, the lonely stranger, the ill and dejected, who wander by this accessible spot, and pausing for a while, feel the soothing ministration of a change of thought in the books they pick up because they are right at hand. Sometimes they are moved to unburden their minds. Thus we made the acquaintance of the middle-aged woman about to elope with another woman's husband; the lonely sailor boy, always accompanied by his pet parakeet; the couple, living in poverty in a cheap room who took a book home every day, until the husband came to announce the birth of their first baby. About 1500 books and magazines per month are issued in the Garden Library.

Reading For Transients in Pershing Square

Delighted with the success of the Garden Reading Room, in December, the Stations Department opened another similar station in Los Angeles' Central Park, Pershing Square. Folding tables and a book truck are the only equipment there, in addition to a sign describing the service. Our W. P. A. worker sits midst his wares, in the center of the park, which is always well filled with men—all kinds of men, with the down-and-outer well represented.

From 9:30 in the morning till three in the afternoon, books and magazines are issued, one to a customer, for a signature and an address only. Addresses are sometimes fictitious, but losses have been few. Here, books must be read in the Park only. When closing hour comes, one of the workers walks around the grounds, gathering in all the books that have not been returned. Only the patrons showing a regular library card may take a book home, and then his registration number is noted. Borrowers in Pershing Square are nearly all men, usually solitary men, often homeless, often coatless and collarless, sitting on the park benches day after day, in the sunshine because of nothing better to do. These men are usually of two age groups: one young, from 16 to 30 years; and, with a gap between, an older group of ages from 50 to 60.

Magazines in Great Demand

Magazines are in greater demand than books because they can be read quickly. About four times as many periodicals as books are issued, the most popular of the magazines being: Reader's Digest, Popular Mechanics, New Yorker, American, National Geographic and Photoplay. Few people can read a book in a day, but when a reader becomes so interested in his story that he asks if he may finish it, a card is placed in it bearing his name, to reserve it for a day or so.

Park Service Acts as Feeder to Central Library

Requests for many subjects, including psychology, sociology, philosophy, mining and electricity, are received that cannot be filled. As the collection is made up entirely of discarded books, it consists largely of that type whch wears out quickly and in largest numbers; that is, mystery, adventure and western stories, with only an occasional nonfiction title. Travel is very popular. Persons making requests for subject not included in the collection are directed to the Central Library and thus the Park service acts as a daily feeder to the Central Library and suggests an aid to patrons who might otherwise never have ventured within its doors.

LIBRARY SERVICE ON PLAYGROUNDS

By JOHN D. HENDERSON,
Librarian, Kern County Library

In the summer of 1936 a recreation program for children was undertaken by the City of Bakersfield. The project extended over a 13-week period. The Director's report states that the activities were participated in by 59,034 people, as follows: 20,949 took part in playground activities in parks, 12,935 attended 12 community night programs, and there were 9,200 in the skating events with 15,950 spectators. Among the 20,949 taking part in the playground programs from two to three hundred boys and girls each week used books provided by the Kern County Free Library.

Shipments were sent to the playgrounds in groups of 50 titles. They were interchanged among the three parks participating. The collections were in charge of W. P. A. park supervisors who issued the books to the children. The volumes were placed on reading tables, allowing the children to browse before making their selections.

Because of the shifting of supervisors and the changes in their duties it was decided to set up as simple a procedure as possible for charging books to borrowers. No circulation count was made.

Only one book was issued at a time and the supervisor kept a record of the name and

RUGG

Social Science Course for Junior High Schools

REVISED

Simplified

Changes in words and phrases . . . Some changes in material, all made in the light of classroom comment to make reading and understanding easier.

Up-to-date

Recent significant social, economic, and political developments in the world, and fresh statistics to keep the books in harmony with the times.

Ready for the opening of schools

I. Our Country and our People.
III. The Conquest of America.
IV. America's March toward Democracy.

Write for further information

GINN AND COMPANY

45 Second Street, San Francisco

address of each borrower. There were no lost books. The books could be read anywhere in the parks but they were not loaned for home use. On several occasions story hours were conducted by the park supervisors. Attendance varied from 10 to 25 boys and girls.

Summer library service in the parks made available opportunities for reading for young people who otherwise would not have had access to books. If the recreation program is undertaken this summer books will be provided for adults as well as children.

Portola District Meeting

A large group, comprising members of Portola District, California Library Association, visiting librarians and guests, held their annual meeting in Sonoma Mission Inn at Boyes Springs in Sonoma County. There are thirteen counties in the district, most of them being coast and bay counties from Mendocino on the north to San Benito on the south.

Thelma Reid, librarian, Napa County Library, and president of the district, and the secretary, Edith Gantt, librarian, Solano County Library, had arranged an unusual and interesting program. It was preceded by a luncheon at which prominent librarians and guests at the speakers' table were presented by Miss Reid. Among those graciously responding were Mrs. Charmian London, a resident of "The Valley of the Moon" made famous by her late husband, Jack London; H. L. Davis, who wrote the popular novel, "Honey in the Horn" which won the Pulitzer prize in 1935; Mrs. H. L. Davis, better known as Marion Lay, who is outstanding as a short story and feature writer; and Mrs. Celeste G. Murphy, author and publisher of Sonoma County.

At the afternoon meeting Robert Rea, librarian, San Francisco Public Library and president of the C. L. A., told of his plans for the C. L. A. Convention to be held in Yosemite Valley, May 19 to 22 inclusive, and spoke most appreciatively of the universal assistance accorded him by the librarians of the state.

Coit Coolidge, Jr., librarian, West Oakland Branch Library, made a report for the C. L. A. committee on "Code of Ethics for Librarians." Robert Gitler of the San Jose State College Library gave an excellent talk on the desirability of membership in the California Library Association.

Reminiscences

Miss Mary Sutliff, who during her long career as instructor in the New York State, New York Public and Columbia University Library schools taught and inspired thousands of present day librarians, recalled for the audience her impressions of some of the pioneers in the library field with whom she was associated in early days. With her real appreciation of their ability and accomplishments tempered by her contagious sense of fun she made Dr. Poole an ever-up-to-date leader instead of the name of an index; Charles Cutter and Melvil Dewey delightful and kindly personalities instead of inventors of classification systems and call numbers. A name probably less familiar to her hearers—Dr. Ainsworth Spofford, came to life as a significant scholar whose broad book knowledge and fine discrimination were for many years devoted to the upbuilding of the Library of Congress.

Early County Library Days

A most accommodating hotel management had comfortable chairs arranged in a large semi-circle around a glowing fireplace in the beautiful, home-like lobby of the Sonoma Mission Inn for the informal evening gathering to listen to reminiscences of early county library days in California. Clara Dills, librarian, San Mateo County Library, was in charge. Those who participated were Sarah McCardle, Fresno County; Stella Huntington, Tuolumne County; Cornelia Provines, Sacramento County; Nancy Laugenour, Yolo County; Bessie Silverthorn, Stanislaus County; Mabel Gillis, Eleanor Hitt and Mrs. Henshall, State Library. Mrs. Frances B. Linn, librarian, Santa Barbara County Library, sent a written account of some unusual experiences and custodians. Others who could not attend and give reminiscences were Mary Barmby, Alameda County; Ida Reagan, Butte County; Anne Hadden, Palo Alto, Susan T. Smith, Berkeley, and Mrs. Bessie Herrman Twaddle of the State Library. The pioneer experiences were a revelation to the many young librarians in the audience and they showed keen appreciation of the fine spirit which possessed the early county librarians and which was a big factor in the present success of the county library system.

Sunday Program

A well-attended Junior Librarians Round Table Breakfast was held on Sunday morning.

All the visiting librarians were invited to see on their Sunday trip homeward the Jack London ranch, the home of General Vallejo, Mission San Francisco de Solano and the spot where the first Bear Flag was raised in California.

NOTES

The forty-second annual meeting of the California Library Association and the twenty-eighth annual convention of the California County Librarians will be held in Yosemite National Park with headquarters at Camp Curry, May 18-22, 1937.

The county librarians will convene on May 18 for a day which will be devoted to matters of direct interest to county libraries.

On May 22 two joint library meetings will be held. One will deal with library service to children and the other with matters concerning special libraries.

Miss Thelma Alvestad of Alameda has been appointed librarian of the Tuolumne County Library to succeed Miss Stella Huntington who resigned her position on May 1. Miss Alvestad is a graduate of the University of California, School of Librarianship. For the last four years she has been an assistant in the Santa Clara County Library.

The resignation of Miss Helen Smith, librarian, Woodland Public Library, was received by the library trustees in April to be effective May 12. During the eighteen months Miss Smith has served the reading public of Woodland she has made a fine record as an efficient, accommodating librarian. Her future plans necessitated her return to her former home in Los Angeles.

Miss Smith will be succeeded by Miss Mabel Kluge, a graduate of the University of Washington Library School and of the second year library course in the University of California, School of Librarianship. Miss Kluge has had experience as an assistant in the Wasco County Library of Oregon and the Lange Library of Education, University of California.

WESTERN SCHOOL NEWS

Mrs. Florence I. Porter of Bakersfield, Secretary of the California School Trustees Association, helped us to collect most of these items reporting activities of California trustees.

CLARENCE EDWARDS, County Superintendent of Schools of Fresno County, called his annual trustees' meeting in Coalinga on April 24. Charles L. Geer, Superintendent of Coalinga and Principal of the High School, invited all of the high school principals of Fresno County to meet at the same time. A trip was planned through the fossil fields and a dinner at the school cafeteria. 260 were present. A twenty pound turkey was put up as a prize to the high school district having the largest number of trustees present, both grammar and high school. Laton School District won the prize. The laugh was on Mr. Frame, the Laton trustee, when the prize was presented. Instead of a twenty pound turkey, a one pound chicken on an enormous platter was placed before him. The real prize appeared later to the relief of all concerned.

The trustees, after a talk on the fossil beds, visited the new gymnasium and the athletic field which includes eight tennis courts and a swimming pool recently put up at a cost of sixty thousand dollars.

The Coalinga plant includes a junior college building, a junior high school building and a new senior high school building as well as a manual training building which contains a social hall.

The leading address of the program was by Honorable Geoffrey F. Morgan, Assemblyman from Santa Monica, on "Death or Taxes." One of the comments made was that the "trustees certainly enjoyed his 'horse sense' talk."

IF HORACE MANN were alive in Fresno County today, he would see this: The spread of his idea to cover a definite program for the education of school trustees. On April 24, 1937, the trustees of Fresno County meet at Coalinga for a whole day's study of their problems. Prominent laymen, trustees and educators will discuss problems which will aid trustees in the solution of their difficult problems. The trustees of Fresno County are carrying forward the Horace Mann idea of giving to every child the best possible educational offering.

MRS. MARGARETE L. CLARK, member of the Los Angeles City Board of Education, was the only woman member on the panel of the Question Box session of the Progressive Education Conference at San Francisco. During discussion she drew prolonged applause from the large audience, mostly class room teachers, when she stated that one mark of a progressive school system was the freedom and autonomy permitted to the teachers themselves. "Teachers, too, are citizens," she said, "and they should not be deprived of the initiative that means vital and progressive teaching."

A NOTICEABLE interest on the part of governing boards is evident in various parts of California in a reclassification of teachers according to their training. Teachers having a normal school training but no degrees will fall in one classification; another classification will include those having A.B. or B.S. degrees; teachers possessing still more advanced training will be in a preferred classification. In nearly all instances the basis for this study seems to be the question of proper salary increases. Santa Ana City Board of Education, Mr. George R. Wells, President, are among the groups completing their study of this and similar questions. A noticeable contribution to this study is the comprehensive survey of present salaries, recently completed by Harold Yost, Auditor of the Santa Ana City Schools.

MARIN COUNTY TRUSTEES held an informal meeting on April 7th, at which Mr. George E. Kendall, County Superintendent of Schools, San Rafael, presided. The discussion centered around the "Junior High School," a subject which is of particular interest in that vicinity at the present time.

ONE OF THE most enthusiastic school meetings ever held in Santa Cruz County was the annual Trustees Institute under the direction of County Superintendent, Mrs. Janie M. Stocking, on April 27th. Practically every school district in the county was represented. Community singing under the leadership of Mrs. Maude G. Byer, and Mr. W. W. Morey, was an interesting diversion, and speakers on the program included Mr. Sam Cohn of the State Department of Education, Mrs. Florence C. Porter, Secretary of the C. S. T. A., and Dr. Elmer Stefflebach of San Jose College. Mr. Henry Washburn,

ROSENBERG'S
ORIGINAL HEALTH FOOD STORES
and Whole Wheat Bakery
Main Store
1120 MARKET STREET
Opposite 7th Street
Telephone MArket 3303-3304
Specializing in food products for building and maintaining health
Send for Free Catalogue

CALIFORNIA COLLEGE OF ARTS AND CRAFTS
(State Accredited)
31st Summer Session
June 28 - August 6, 1937
WIDE range of stimulating courses in painting, design, applied arts, and crafts. Faculty of distinguished specialists including Vaclav Vytacil, Ethel Abeel, Hamilton Wolf, Xavier Martinez, Isabelle West, etc.
COURSES planned for art students and teachers, for professionals seeking new viewpoints, and for amateurs. Beautiful campus; delightful climate.
F. H. Meyer, President
Write for Summer Catalog
Broadway at College Avenue
Oakland, California

SEASHORE LIFE
By HARRINGTON WELLS

A Book for California Children About California Beaches

Content. The story of California seashore life told in simple and vivid style. The shells, seaweeds and birds of the *Western beaches* are described.

Illustrations. 200 excellent illustrations including illustrated classification charts at the end of each unit.

Reading Level. Intermediate grades. The material was tried in the class room at fourth grade reading level. The style though simple is not childish and the book may be used for slow groups in the junior high school. The classification charts can be used by the better readers from the fourth grade up.

Author. Harrington Wells is a professor of biology at the Santa Barbara State College and is a scientist of recognized ability both as a teacher and as an author. He is the author of "Tidepool Animals" and "Pets and Their Care," California State Series in Elementary Science; and "The Teaching of Nature Study and the Biological Sciences." He conducts each summer the Santa Barbara Nature School.

The publisher offers this book as a thoroughly delightful, clear and accurate story of California's seashore life.

Price $1.25

HARR WAGNER
PUBLISHING COMPANY
609 Mission Street
San Francisco, California

County Farm Advisor, showed pictures in color of conservation methods now being used in Santa Cruz County.

The Trustees of Los Angeles County held their annual meeting May 8, on the campus of the University of Southern California. It was the largest convention of trustees ever held in that county. The full attendance was evidence that trustees are not only interested in the mechanics of running a school but in educational problems as well, for the program announced promised discussion of classroom philosophy along with trustee policy.

Mr. A. R. Clifton, Los Angeles County Superintendent, talked to the trustees about the responsibility laid upon school trustees to keep in touch with the thinking of modern educators. He outlined some of the important newer trends in education today. John J. Allen, president of the State Trustees Association brought to the meeting a report of school legislation sponsored by the Trustees Association. Dr. Willard Ford, Deputy Superintendent in Los Angeles City reported the New Orleans Superintendents' Convention, and President von KleinSmid, their host at the University, talked to the trustees about the problems and hopes of his own field of education.

The afternoon sections were lead by the following members of school boards: Rural Section, Roy M. Fryer, Spadra; Elementary, K. L. French, San Gabriel; High School, H. G. Sangdon, Puente; Charter Cities Section, Dr. Edward W. Hauck, Los Angeles City.

DIAMOND D RANCH

One Hundred Forty Miles North of San Francisco in the Redwood Empire

Close to the metropolitan area, in miles. Far, far away from the stress of metropolitan life, in spirit and in setting.

Twenty miles of giant forests, rugged mountains, and tumbling streams. Abundant wild life to fill the note book and photo album of the naturalist. Splendid fishing, reserved for guests. Horses, cowboys at their daily tasks. Trails, views of ocean and far mountain peaks.

Cabin comfort, friendly service, reasonable prices, special rates to teachers.

Try a summer of western ranch life, and go back to teaching next fall, with a renewed spirit and body.

DIAMOND D RANCH
Wallace E. Hiatt,
Willits, California

NEWS NOTES FROM PALO ALTO

The Palo Alto Board of Education has under construction a new junior high school building to cost $360,000. It will accommodate about 800 pupils. It is located on a fifteen acre tract of ground, and will house the 7-9 grades. The contract calls for completion in time for the opening of school in the fall of 1937.

Superintendent J. R. Overturf of the Palo Alto school system has in progress a complete revision of the curriculum, working with committees of teachers. A reduction in the number of departments in the high school by consolidating closely related fields is contemplated, together with the introduction of a body of new materials and activities. An expansion of the activity program is planned for the elementary grades.

An outline of the new junior high school course of study has been prepared and is undergoing preliminary trial the last half of the present year. It represents an integration of materials for each year's work in accord with the major lines of pupil interest and activity. The curricular outline includes the following topics: social living, modern life science, applied art, practical language, reading and library activities, music, healthful living.

A new salary schedule has been adopted. A year ago the Board of Education stated its purpose to revise the salary schedule and authorized the appointment of a committee of teachers to cooperate with the Superintendent of Schools in the preparation of the schedule. The schedule adopted recognizes in full the single schedule principle, by which no discrimination is made because of grade being taught, and full credit is given for training and improvement in service.

For the three classes of training accepted as satisfactory, the schedule starts with a minimum of $1500, $1548, and $1596, respectively and continues to advance by annual increments for thirteen years to a maximum of $2436, $2640, and $2844. This means that an elementary school teacher who has the degree of M.A. may attain to a salary of $2844. In addition, the Board provides for the payment of the teachers' share of the retirement costs and allows full salary for ten days' absence on account of sickness; with part salary for longer periods of absence. The maximum salary for elementary school principals was fixed at $3480, of junior high school principals at $4020, senior high school principals at $4740, and vice-principals at $3660. The new schedule marks an advance of about 7½ per cent over a year ago.

Other important developments in the Palo Alto Schools comprise the construction and operation of a modern cafeteria in the high school, the employment of a full time school librarian, and the appointment of a director of attendance and curriculum. The direction of the cafeteria is in the hands of Miss Rachel Harned of the home economics department. The classification, growth, and utilization of the library is under the charge of Miss Jeanette Gatch, formerly of the library staff at Marysville. The new director of attendance and curriculum is Lester Sands, formerly of Alameda, and now principal of the Channing Avenue Junior High School of Palo Alto.

"DEAD END" AT THE CURRAN THEATER

Not only teachers and students of modern drama will be interested in this outstanding play. Its significance is perhaps even greater for everyone concerned with social work and the problems of adolescent boys. That is to say, it is a play which all teachers will find of absorbing importance.

It shows us a group of children of the slums, reacting to the glamour of their hero, a killer with eight notches to his gun. The stage effects contrived by the genius of Norman Bel Geddes have already made history for the theater. In the realistic setting of sordid slums, with the dank murky East River swishing against rotting wharfs, and the glittering contrasts of wealth and luxury just around the corner, we watch the evolution of the hoodlum gangster.

The engagement is May 18-29.

BOOK REVIEWS

At last someone "has done something about the weather" and at the same time, we record with pride, another California edu-

Gayle Pickwell

cator has won a distinction in the national field of literature. The April selection of the Junior Literary Guild is "Weather", by Gayle Pickwell, professor of zoology at the San Jose State College. He is well known to the teachers of our state through his contributions to the California State Series in Elementary Science. His book, beautifully illustrated, brings to the average non-scientific reader a fascinating explanation of the subject that has for all of us the most absorbing interest.

The Circus Comes To School, by Averil Tibbels. A. S. Barnes and Co. Price, $2.50.

The school circus as a unit of an activity program, as an entertainment of universal appeal, as a fund-raising device—in short, the school circus as an educational and recreational plan is thoroughly and competently discussed. A detailed description of the planning and production of a circus, an outline of the stunts and side show attractions, directions for making inexpensive costumes—

these topics should be helpful to anyone responsible for the success of a school circus. Clever posters designed by children and photographs of a school circus "in action" profusely illustrate the book.

A Directory of Sources is included at the end of the volume and comprises a comprehensive list of books valuable for circus planning.

YOU DON'T SAY!, by Alfred H. Holt, Thomas Y. Crowell Co. Price, $1.50.

A tempting, humorous, readable presentation of a book on pronunciation. A casual glance will shatter the complacency of the reader as he will undoubtedly discover he has been mis-pronouncing "common-place" words. His dismay upon this discovery, however, will be alleviated by the informal and diverting comments of the explanations.

THE FIRST YEAR, by Enid La Monte Meadowcroft. Thomas Y. Crowell Co. Price $1.25.

An interesting story about the life, hardships and adventures of the Pilgrims during their first year in America. The story is developed through the activities of the Hopkins family, who typify the brave pioneers who helped to found our country. The author, before the preparation of this book, carefully studied all available records dealing with the period, and has endeavored to present to young readers (from 8 to 12 years) an accurate and interesting picture of the time.

ESSAYS THEN AND NOW, edited for high school use by Alice C. Cooper, of the San Francisco Junior College and formerly Supervisor of Senior English in the University High School, Oakland, and David Fallon. Ginn and Co. Price $1.12.

A collection of outstanding examples of the essay of wide range in time and theme. For convenient reading and study, the essays are grouped according to subject matter, progressing from the easier sketches "Of Persons", "Of Nature", "Of Places" to expressions "Of Opinions" and philosophies "Of Life." A short biographical sketch precedes each essay, and notes and suggestions for study follow.

FEEDING OUR CHILDREN, by Dr. Frank Howard Richardson. Thomas Y. Crowell Co. Price, $1.00.

A practical book which should help the housewife in her essential job of feeding the family. In Part I, there is given a simple, clear explanation of the Principles of Nutrition. Part II is devoted to applying these principles to the practical business of feeding children at the various age levels from prenatal to college age.

MODERN-SCHOOL MATHEMATICS, Book III, by Schorling, Clark and Smith. World Book Co. Price, $1.24.

For ninth grade. Contains sections on arithmetic, algebra, and geometry. All processes are realistically related to history and actual life situations, with full and interesting treatment of statistics, graphs, tables, and formulas, direct and indirect measurement.

MATHEMATICS THROUGH EXPERIENCE. Books One, Two and Three. By Georges, Anderson and Morton. Silver Burdett Co. Price, $1.00, $1.04, and $1.28.

Book Three has just appeared. A junior high school series. Organized in true psychological units. Mathematics in relation to life problems. Not a body of cold formal material, but a presentation notable for its friendly warmth. Arithmetic, algebra and geometry are interrelated.

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the only state-wide professional society which unites teachers of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the proper development of California's most prized product—her children. It provides the surest way for teachers and friends of education to exert influence on school problems. Every State has such an association.

Foremost in the Association program over many years has been the insistence upon professional interests and activities. State-wide committees and conferences of the Association, working with Section leaders, have co-operated in every major educational advance and progressive front.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This insures high standards of service to school children and good living conditions for teachers.

California has a strong, workable tenure law, a law for which this Association is directly responsible. The Association advocates improved professional ethics and standards.

Through the Association, rural supervision has been established and retained.

California Teachers Association inaugurated the laws by which teachers are entitled to receive salaries during illness and retirement salaries upon completion of service.

At each successive Legislature, the Association has fostered good school laws. A great service of the Association has been the defeat of bad legislative proposals.

a. California Teachers Association has fought successfully for the retention of free adult courses.

b. The Association has defeated persistent efforts to deprive school boards of their right to fix and administer school budgets.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and state-wide newspaper publicity.

Through its Placement Service, with offices in Los Angeles and Berkeley, the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued many statements and bulletins on major educational problems.

The Legal Department provides Association members with authoritative opinions on matters of school law.

Every teacher in this State should belong to California Teachers Association. Join now!

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

SAN FRANCISCO
PUBLIC LIBRARY
PERIODICAL DEPT.

The Western Journal of Education.

Founded in 1895 by Harr Wagner

In This Issue:

Jottings of a Traveling Bookman. W. M. Culp - - - 3

Summer Conferences at the Universities - - - - - 7

Library News Department. Mabel R. Gillis - - - 8

A Unit on Seashore Life. Lillian H. Merrill - - - 10

Summer Sessions at California Universities and Colleges 12

New Faces in New Places - - - - - - - - - - 14

Western School News - - - - - - - - - - - - - 15

Book Reviews - - - - - - - - - - - - - - - - 16

September, 1937

A class studying seashore life, Santa Barbara School of Nature Study.

Illustration from new edition, "Junior High School Science."

The China Clipper above the docks of San Francisco, on its way to cross the Pacific.

JUNIOR HIGH SCHOOL SCIENCE

Seventh Printing, 1937

NEW REVISED ENLARGED EDITION

Corwin, Peterson and Corwin

Ready October first

A competent introduction to science.

Planned for the interests, comprehension and reading ability of seventh grade pupils.

Widely adopted and successfully used for six years.

Completely revised by Doctor P. Victor Peterson, Chairman, Natural Science Department, San Jose State College.

New cuts of contemporary value.

Eight entirely new units.

Contents

Plant Life	10 units
Insect Life	8 units
Animal Life	6 units
Stars and Earth	7 units
Physical Forces	9 units

HARR WAGNER PUBLISHING COMPANY
609 MISSION STREET, SAN FRANCISCO, CALIFORNIA

HOTEL OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.

Drive into our garage. Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO

230 EDDY STREET

DRIVE IN OUR GARAGE

Questions

About Hobbies, Play, Nature, Games, the Home, the Garden

are just as fully and carefully treated as questions about pronunciation, definition, etymology, places and persons in

WEBSTER'S NEW INTERNATIONAL DICTIONARY *Second Edition*

"The Supreme Authority" — A New Creation

3,350 pages. 122,000 more entries than any other dictionary. 12,000 terms illustrated. Over 13,000 biographical entries. Thousands of encyclopedic articles. 35,000 geographical entries. Synonyms and antonyms. Edited by 207 authorities.

Write for illustrated new booklet, "Through Wonderland with Webster"

G. & C. Merriam Co., Springfield, Mass.

THE WESTERN JOURNAL OF EDUCATION

)evoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

'OL. XLIII, No. 6 | SAN FRANCISCO, SEPTEMBER, 1937 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

'ARIED have been these summer months upon the Pacific Coast. 'eople have been tremendously upon the move. Strikes, sit-owns, wars and rumors of wars have done little to curb the 'end toward luxury spending. It is seen in the springing up, specially in the urban centers of luxury dining establishments, ocktail parlors, and dancing establishments. The race tracks—og, horse and motor—have been doing a land-office business. 'he movie houses, garages and gas stations are giving out ances by the tens of thousands with the opportunity of winning ousands of dollars. It is in the air to take a chance to get uch for little and to spend what you have. Even more incon-ruous is the fact that with still a great number of unemployed ese luxury establishments are doing good business.

We can only parallel our present condition with the sky-ocketing of the mark in Germany, where also when inflation as on the rampage, the luxury trades were most opulent.

The Pacific Coast is also on a building spree. Los Angeles e first seven months of the year is only second in the entire ation in building permits. New York alone is ahead of it. lere again new expensive homes equal or outnumber those of ore moderate cost. Real estate is being boomed. In the Los ngeles area operators are hedging by putting their money into al estate. As a result of the rise in prices, rents, food, and rvices are all coming to the level established in the New York gion this past winter.

Seattle and San Francisco have been so strongly unionized at a workman dares not seek work unless he belongs to some nion. With labor racketeers being run out of New York it pears that they have found a haven of rest and much oppor-nity upon the West Coast. Los Angeles alone of the large ties on the Pacific Coast can give a non-union worker a job ithout the fear that he will be maimed. Even in Los Angeles tely the harassing of non-union contractors by sabotage has en on the increase.

These are some of the problems facing educators upon the ening of the 1937-38 school year. In addition they are faced ith raised costs in all their purchases of school supplies An creased enrollment is expected in many sectors of the State. he San Joaquin Valley section has seen the greatest influx of w settlers of recent years. In the southern part of the state actically every city will show greatly increased enrollment.

The University of California at Berkeley has already opened ith an enrollment of around 16,000 students upon the campus, all time high record. Every college in the State is expecting eater enrollments. The University of Southern California is lding sixteen new members to its staff. The budget of the niversity of California, in all its branches, has been severely rtailed by Governor Merriam, but the University will have care for thousands of more students than ever before.

California cities will again have to consider construction more schools to house increased school population. But on e whole school personnel find themselves better off financially, r most California public school systems have brought salaries back to pre-depression schedules so that teachers are better able to meet the rising costs of living.

✓ ✓ ✓

THE BUDGET of the Board of Education of the City of Los Angeles for the fiscal year 1937-1938 totals $40,905,911, an increase of around $6,000,000 more than last year. The reason for this substantial increase is due to four factors—the new $15,000,000, "pay-as-you-go" four-year building program; restoration of the rest of the teachers' salary cut; retirement provisions for teachers and non-certificated personnel and additional funds for new teachers and maintenance of school plants. The Los Angeles school enrollment is now 250,854, which is approximately 50,000 greater than in 1929, although the teaching staff actually numbers ninety-six fewer teachers.

✓ ✓ ✓

GEORGE U. MOYSE, principal of the Glendale High School since 1902, resigned his principalship this summer. His resignation was due to ill health. In resigning Mr. Moyse requested that he be assigned to a lesser position after he returns from a leave of absence December 1. Mr. Moyse became head of the Glendale High School when it was out in the chaparral and had an enrollment of 30 pupils. He leaves his position as head of a school of 1800, housed in fine modern buildings upon a large campus. Mr. Moyse during the years has been most prominent in the secondary field in California. At high school principals' conventions he has long been looked upon as a leader. He has done much to make the work of the Glendale schools outstanding in the secondary field.

✓ ✓ ✓

MR. DERWOOD BAKER, principal of the South Pasadena Junior High School for several years, has accepted a position as principal of the senior high school, Lincoln School, Teachers College, Columbia University, under Professor Jesse Newlon. Mr. Baker will continue work at Columbia University for an advanced degree. Derwood Baker long has been numbered among the progressive educators of the West.

✓ ✓ ✓

MR. HARRY H. HAWORTH, formerly head of visual education of the Pasadena city schools, has been made head of a new department that includes supervision of all of the materials of instruction handled by the city schools' library, the visual education department, and Pasadena's newly founded School Museum. Miss Grace I. Dick, former head of the city schools library, has been transferred to the librarianship of the Marshall Junior High School.

✓ ✓ ✓

MRS. GRACE W. BROWN was this past year appointed Supervising Librarian of the Santa Monica City Schools, when the position was made vacant by the marriage of Miss Anita Williams, librarian for the past six years, to Mr. Harry Corrigan, a Baltimore aviation engineer. Mrs. Brown is re-organizing the library system of the elementary schools. Teacher librarians are being removed and being replaced by library clerks all under

the direction of the central office. Mrs. Brown is a graduate of the University of Southern California and has taken her library work at that institution. Her previous experience includes four years teaching in Arizona and work as teacher-librarian in the Madison School, Santa Monica, from which position she was promoted to her new work.

SHERMAN H. FREEMAN, district superintendent of the Vista schools, this year has added several teachers to his high school corps in order to care for increased enrollment.

MRS. FANNIE R. SHAFTEL has been curriculum co-ordinator for the Pasadena elementary schools for the past two years. Mrs. Shaftel entered her present position upon her return from two years work at Columbia University, where she studied the latest practices of progressive education.

MRS. M. L. ROSENBERRY, district superintendent of the Garvey schools, has this past summer been in the throes of an extensive building program, which upon its completion will have cost around $200,000. The Garvey school plans call for the construction of four units. Due for occupancy and completion this September is the main building off Garvey Boulevard, a sixteen room, two-story, reinforced concrete, class A structure of modernistic plain lines in design. An auditorium on the same grounds is scheduled for completion by the middle of the school year. Other units include a building to house the cafeteria and the music department and another building for the shops and corrective physical education.

This is Mrs. Rosenberry's twelfth year in the district. During the last eight years she has headed the system as superintendent. The district enrolls about 2,000 pupils, housed in five schools. The Garvey school district is in one of the fastest growing sections of Los Angeles county due to the fact that the region is being divided into small land holdings. The Garvey schools are known as being among the most progressive in Los Angeles County.

J. R. TENNEY, district superintendent of the Oceanside Grammar School, is carrying out extensive improvements of the school plant out of the current tax levy. Included among the improvements were a new office that looks out over the Pacific Ocean, a kindergarten-primary building and extension of the auditorium. It is planned to spend $4,000 a year upon the improvements.

EL SEGUNDO, the Standard Oil city, now boasts of one of the finest school systems in the West since the completion of their recent reconstruction and building program. C. L. Broadwater, district superintendent, has a high school plant that was reconditioned from the inside with steel and concrete at a cost of $280,000. A new two-story elementary building has been constructed for $135,000 containing sixteen classrooms, auditorium, offices and library, dental clinic, boiler room and lavatories. This building is of reinforced concrete and modernistic in design. Connected to the elementary school by an arcade now under construction is a new kindergarten-cafeteria building that is costing $55,000. The El Segundo schools are ideally located upon either side of a city park. Landscaping of school plant and park is most attractive. The high school has a large athletic field boasting one of the finest turfs in Southern California.

RAY SPAUGH is district superintendent of the Carlsbad Grammar School. Mr. Spaugh for many years was principal of the Olive School, Orange County.

M. C. TAYLOR, superintendent of the Indio Grammar School, Coachella Valley, California, works in one of the most famed regions of the United States. A few miles away is Palm Springs, one of the most publicized winter resorts of the entire world during recent years. Instead of having to pay to live in this region Mr. Taylor gets paid for residing in one of the world's finest desert resort regions. Mr. Taylor is running a school

The Journal of Geography

Official Organ of the National Council of Geography Teachers

This magazine, monthly for the school year, is devoted to the constant improvement in the teaching of geography. Every teacher of this subject will find aid both as to content and method.

CONTENTS OF A TYPICAL ISSUE

The Polish Corridor
Richard Hartshorne

The Power of Japan and China: A Study in Political Geography
Margaret Riggs

Forestry and the Public Schools
George A. Duthie

How Berry Gully Was Conquered
Brice M. Latham

Changes in Routing Raw Silk from the Orient to United States Factories
Christine Hahn

Editorial Notes and News

Edited by GEORGE J. MILLER
State Teachers College, Mankato, Minnesota

Subscription Price: $2.50 a year. Sent free with membership to the National Council of Geography Teachers. :-: Annual dues $2.00

Published by

A. J. Nystrom & Co.

3333 Elston Avenue Chicago, Illinois

pon the latest lines. A very fine activity program has been eveloped. Emphasis is laid upon reading, both instructional nd recreational. Each pupil reading a certain number of books rom each field of history, folklore, poetry, fiction, travel and cience receives a library diploma pictured by a linoleum block nade in the school each year. During the past ten years the ndio schools have increased 10 per cent or more each twelve-nonth until now the enrollment is over 1100 children. This as necessitated additional quarters and this past spring a bond sue for $75,000 was voted almost unanimously, with only fif-en votes against the issue. The new building is scheduled for ompletion by October 15. It is a one-story frame stucco build-ng. Eight classrooms, library, office, and boys' and girls' lava-ories are included in this building.

PENCER V. WILLIAMS, district superintendent of the Downey rammar School, this past spring completed the reconstruction f the school plant and the addition of four rooms, a clinic and a urses' room. $16,600 was spent. Of this amount $6,525 was ecived from the Federal Government as a P.W.A. project. einforcement of walls and roof of the grammar school build-ng were accomplished without tearing down the structure.

. H. UPTON is entering upon his fourth year as district super-ntendent of the Buena Park, Orange County, schools. Mr. pton is a graduate of Pacific College, Seattle, Washington and as his M.S. from the University of Southern California, where e is continuing work towards a Doctor's degree. At Buena ark $12,000 is being spent upon adding classrooms to the hool plant.

I. A. GAUER, superintendent of the Anaheim city schools, egan this past summer an extensive building program with oneys made available by a bond issue in the spring of $195,000. he Fremont Intermediate School has been demolished and a w building is to take its place. One new elementary building to be constructed at a cost of around $65,000. Five other ementary buildings are to be reinforced up to earthquake quirements by expenditure of various amounts. W.P.A. oney is to carry part of the project.

HE SAN BERNARDINO city schools under Superintendent A. D. raves are again being faced with the problems of increased rollment. The city now has a population of around 50,000 rsons and several hundred new homes have been under con-ruction the past few months. A $250,000 bond issue passed is spring is being spent this fall upon two schools and addi-ons to others. The bond issue was passed by a vote of 9 to 1. he issue was put out for bids and was sold to bear an interest te of only 2¼ per cent, a record low for school bonds.

ARK R. JACOBS, superintendent of the Montebello city schools, entering upon his twentieth year as head of the system. When came into the system it comprised only the high school and ree elementary schools. At the end of this year it will have e senior high school, two junior high schools, and twelve ementary schools enrolling a total of some 5,000 pupils, 1100 them in the senior high school. Last January Montebello ssed a bond issue for $375,000. With this money two junior ghs and one elementary school are to be built. 47 acres for w school sites have been purchased. In Montebello 17 acres ve been purchased for one junior high school and in East-ont 15 acres have been purchased for the other junior high hool. In Bell Gardens 15 acres were acquired for the new ementary school. Land was purchased for around $1800 per re. Each junior high school is to cost about $150,000 includ-g site. $65,000 is to be spent upon the new elementary school d $15,000 for additions to the high school plant. This year r. Jacobs is devoting all his time to the problems of the perintendency as Mr. John Love, vice-principal of the high hool, has been made principal of the school and George Schurr s taken over the office of vice-principal of the same institution.

WILL E. WILEY, superintendent of the Whittier grammar schools, has been active in work upon two important school problems this past year. The first has been the evaluation of the Whittier recreation problem as exemplified in the summer playground program and the second is the problem of re-fashioning old type school rooms into a modern activity school at a modicum of expense.

The recreation survey, conducted with the cooperation of the high school executives, churches and Boy Scouts, took into account the activities of children from the third through the eighth year. It was found that 49 per cent of the children go to movies once a week, 20 per cent twice a week, and 22 per cent do not go at all. Some of the children in the high school, due to the Quaker and Dunkard influence in the territory, have never seen a moving picture. It was found that while a full summer playground program was in force only 20 per cent of the children made use of its opportunities regularly and 10 per cent only once in a while. Attendance had no relation to wealth of parents. It was found that during the summer months 30 per cent of the children went to the beaches and 28 per cent to the mountains for a week or more and that more than 50 per cent do not get out of the city for any length of time. It was found that more money in proportion was being spent upon activities for adults than for the children. Night baseball took the largest slice of the recreation appropriation. This coming year Mr. Wiley and the City Playground Commission hope to work out a more balanced program for recreation of both young and old.

The John G. Whittier school has already been renovated according to Mr. Wiley's plans to meet the conditions of an activity school. This was done as a W.P.A. project at a cost of $1,000 per room. Mr. Wiley's plan calls for the use of built-in equipment. On one side of the room adjacent to the windows is a long work bench and in addition three work benches that slide into this bench at right angles. At the back of the room are closets with sliding doors. In one corner is a basin

In September, using

The Perry Pictures

interest your girls and boys in the world's greatest paintings. To do so costs **only a trifle.**

A HELPING HAND—*Renouf*

TWO CENTS EACH
for 30 or more.
Size 5½ x 8
Assorted as desired
Postpaid
2250 Subjects

ONE CENT EACH
for 60 or more.
Size 3 x 3½
1000 Subjects

Also, **Miniature Colored Pictures:** Art Education's — Artext Juniors — Owen's — at One Cent and Two Cents. Art Education's 268 subjects at One Cent Each for 60 or more. Postpaid. Catalogues of all Miniature Colored Pictures FREE to teachers mentioning this magazine.

Dodson-Mumford **Colored Bird Pictures,** 7 x 9, Three Cents Each for 20 or more.

CATALOGUE OF 1600 MINIATURE ILLUSTRATIONS
and a Two Cent, a Four Cent and a Ten Cent Picture, in the Catalogue, for 15 cents in coin or stamps.

Awarded Four Gold Medals

The Perry Pictures Co.

Box 7, Malden, Massachusetts

In Language, Literature, History, Geography, and Picture Study use the Perry Pictures.
Ask about "Our Own Course in Picture Study."
A customer writes: "I have used the Perry Pictures for years in school work and can find nothing to equal them."

and sink. A beaded screen is built behind the blackboards. Each room is decorated in a different color. Space is made for room activities by having oval tables that can be placed in any arrangement. Two tables set together make a round table. At this Whittier School a public address system is installed and the auditorium has a seating capacity of 400. This past summer Mr. Wiley had an additional 100 oval tables made with mahogany tops in the school's workshop under the supervision of the head janitor and has finished the making over of another school to fit the activity program. At the Los Angeles County Fair this fall the Whittier schools are displaying a set of their activity room equipment.

HERMOSA BEACH is one of the most progressive of the towns that surround Santa Monica Bay. This past year has seen increased activity in home building in this region. This had resulted in an increase of 16 2/3 per cent in the school enrollment and a larger increase is expected this present school year. Under the leadership of Superintendent J. Hampton Watts the enrollment of the city's five schools has passed the 900 mark. The great problem of the past twelve months has been the completion of the building program that called for the renovation and rebuilding of the town's schools. $120,000 and W.P.A. labor have been expended in this project. Of more than ordinary importance has been the completion upon the Pier Avenue school grounds of the new Civic Auditorium. This building in design is most attractive. It is a rectangular room sloping down to a full size stage. The ceiling is uniquely designed in squares, cream coloring is the shade of decoration; acoustics have been perfected by the use of celotex on the back wall and acoustic plaster on the side walls and ceiling. Indirect lighting is used, and there are pleasing drapes for the windows and stage curtain. The capacity of the house is 800.

The Hermosa Beach system was the first school in Los Angeles County to put in motion picture sound equipment. In the new auditorium the projection booth is said to be one of the most modern in the state. As a result dramatics, music, and art have been emphasized. Superintendent Watts considers that superior work is being done in those departments under the guidance of Kenneth F. White in dramatics, Miss Mildred Bernice Kennedy in music, and Miss Clio Charles Heller in art. The activity program is stressed. To this end movable furniture has been placed in the various classrooms, which have been redecorated in pastel shades. The Pier Avenue school grounds also contain courts for handball and tennis. Two fine tennis courts are illuminated for night playing.

IT SEEMS almost axiomatic that those districts which derive their school moneys from taxation of oil properties have school systems of more than ordinary excellence. The Norwalk Grammar School under District Superintendent Don C. Delmet is a case in point. This past summer has seen the completion of a four-point plan of development. This has included a $100,000 auditorium built out of current tax moneys, a primary unit, an intermediate unit, and an upper grade and administration unit. This last unit was built with $140,000 received from funds provided for reconstruction work by the Green Bill.

The Norwalk Grammar School is located upon a 7½ acre campus. The four different buildings of the plant have a frontage of two full blocks facing upon a gardened lawn and a curb-line row of tall fan palm trees more than sixty feet in height. On the play grounds is shade from fan and Phoenix Canaryensis palms.

The plant contains 24 classrooms with special rooms for art, music, woodwork, cooking and sewing. The music room has a stage and a capacity of 200. It is to be used for small class assemblies and for small community meetings. The auditorium has a capacity of 1,000. It gives a massive and open impression, constructed as it is in a large rectangle with pillars upon the sides. The decorations are in brightly colored shades. Acoustic plaster has been used. A fine stage is provided for community and school use. To the east of the auditorium there is a formal garden with a fountain—something quite distinctive.

The upper grade unit is a one-story rectangular buildi erected around a patio. This patio contains concrete wa edged with red brick and has a colorful tile fountain in t center. Lawn and shrubs and flowers enhance this patio to t vision of those in the inner classrooms.

This upper grade unit in its sewing department is equipp with electric sewing machines. It has a fitting room and a c tume room. The domestic science unit contains a model dini room. The cooking room has six electric and six gas stoves washer, a special dryer, an Electrolux refrigerator, and a batte of sinks for washing. The nurse's room is equipped for emergency work. The teachers' rest room is large and delig fully furnished.

Superintendent Delmet's suite of offices contains a recepti work office, a supply stock room, and a reinforced vault. One the outstanding features has been the inclusion of a compl centralized amplified sound system for the entire plant. T master board is in the superintendent's office. Any single roo any combination of rooms, the auditorium, inside and outsi the buildings, can be reached from the master board. Al with the complete sound equipment a broadcast can be originat from any point in the plant. Equipment is at hand for t recording of the school's own programs.

Progressives and Reactionaries

challenge you in the columns of

THE EDUCATIONAL SCENE

Social, cultural, and educational changes discussed by authorities.

Interesting and informative.

■

SUBSCRIBE NOW

$2.00 the school year.

■

Mail your subscription to

THE EDUCATIONAL SCENE

P. O. Box 830

Hollywood, California

THE WESTERN JOURNAL OF EDUCATIO

HARR WAGNER PUBLISHING COMPANY—*Owners*

MORRIS WAGNER, *President*

IRMAGARDE RICHARDS, *Editor* MARGARET MOWRY, *Assistant Edit*

Publishes the official news and articles furnished by the Superintendent and otl members of the State Department of Education.

News and articles of interest to school administrators, trustees, and teachers.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cen Address all Communications to THE WESTERN JOURNAL OF EDUCATIO 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., un the Act of March 3, 1879.

SUMMER CONFERENCES

The Stanford Conference
Mental and Physical Health
and Curriculum Development

As a gathering place for educators, from far and near, this year's conference at Stanford was probably the outstanding event of the summer, as it has been for the past several years.

The registered attendance totaled some 1200. The personnel of the speakers and leaders in the conference, numbering in all 171, was contributed for the most part from the field of California teachers and administrators. There were fifteen members from outside the state, six from the west coast and nine from the east.

The conference got off to a somewhat lame start in the splendid auditorium of the new Memorial Theater. So new in fact was this meeting place that the sound equipment was inadequately installed, and the large audience of the opening session could hear only in part the program prepared for them. This situation was promptly remedied, however, and audiences of the subsequent sessions enjoyed to the full the beauty of this new auditorium and its comfort.

The week of speeches and discussions centered around the theme, "Mental and Physical Health," and the relation of these factors to curriculum development. Certainly this topic is one which is challenging the best thinking in our educational world, and the Stanford program included speakers whose contribution is valued wherever it is offered. But as compared with the conference of 1936, there seemed to be a slight reaction of disappointment among the hundreds of the rank and file who attended.

On the side of physical health and the attention it is receiving in the schools, the reports were heartening, and program suggestions were practical and definite. But from the meetings devoted to this special topic, two rather discouraging facts emerged. First, that the school health program meets in many localities not the cooperation but the opposition of the medical and dental profession, who seem to fear the school activities in this field as a step toward socialized medical care. Second, the health program, especially as it has been planned and defined by the State Department of Education, has to some extent been blocked by the organized efforts of the Christian Scientists. It was interesting to the observer to note how carefully the name of this group was avoided in the platform discussions, in which "a certain opposing group" was the most tangible reference. But a direct question to individual speakers brought a less reticent answer.

On the side of "mental health," with its conflicting phases of social adjustment and free enriched personal development, the earnest speeches of gifted leaders and the discussions of plainly perturbed groups of listeners again seemed to sound a note of disappointment.

Teachers are undoubtedly appalled today by the load of responsibility laid upon them, not only to "teach" in the old sense of subject matter, but now also to train and develop character. For character, apparently, is still what is meant by the newer phrases, "adjustment," "behavior patterns," and so on. To train for character has of course always been a function of adequate teaching. But in other times it was vigorously shared by the home and by organized church life. In so far as these allies seem to be progressively disappearing from the contemporary scene, the load is progressively shifting to the school.

No wonder teachers came to this conference hoping for tangible new sources of help. But as the conference drew to a close, one was aware of a feeling of unfulfilled expectations. Perhaps this was inherent in the nature of the program. Perhaps science, even the science of education, has taught us no new short cuts to replace the old, old paths by which humanity through the ages has plodded toward the goals of character, of honesty, of justice, and of kindness.

In various more or less related fields, however, the Stanford Conference offered many sessions of substantial value. Especially interesting were the discussions concerning the "Educational Policies Commission" whose chairman, A. J. Stoddard, was present at the conference. Doctor Stoddard's speeches won warm approval. His clear vision of the relation of our schools to our government as a whole, and of their function and duty in our democracy, was a relief to listeners, too often harried by conflicting voices calling us to follow strange new paths in the educational adventure.

An innovation at the Stanford Conference, but one that seems to be increasingly valued at educational gatherings, was a session at which the speakers were a group of high school students. These young people discussed "The Problems of Youth as Viewed by Youth," bringing out through their mutual questions and answers a picture of the age old conflict between the desire of youth for self direction and the effort of the elders to maintain authority. There emerged somewhat clearly a desire among students for more and better equipped counsellors on the high school faculty, trained and trusted personalities who might serve as a buffer between the explosive urges of youth and the repressive wisdom of maturity.

Doctor Jesse B. Sears, of the Stanford faculty, led a discussion of the standards for teacher training and certification. This meeting was presided over by Doctor Dexter, California Superintendent of Schools, and was attended by a most interested group of superintendents and teacher training executives. Doctor Sears' talk was based on an investigation now under advisement by the American Council on Education, an investigation which may lead to important changes in our present system, or lack of system, in teacher preparation.

A discussion of the new curriculum of the Santa Barbara County Schools aroused especial interest among school people and among the publishers' representatives who were present. For the Santa Barbara curriculum seems to present special textbook problems that will need to be solved if this instructional program is to become a typical elementary curriculum in the immediate future.

Doctor Paul Hanna is the author of a recent book which has commanded attention in the social studies field, "Youth Serves the Community." During the conference, Doctor Hanna spoke to a large audience who were plainly concerned about the problem of guiding the energies of youth into socially useful channels. Out of the first hand information gained in the preparation of his book, Doctor Hanna had valuable data to offer and was able to give constructive help toward solving questions presented by his audience.

These random instances of the rich offerings of the Stanford Conference do not in any sense represent the program as a whole. They may serve, however, to express the appreciation of our school people for what Stanford gives us, even though we may have left the campus feeling we still had no final solution for the queer ways that humans behave.

University of California
Conference of School Executives

On the Berkeley campus this conference drew together a group of approximately a hundred administrators and students. They came from most of the western states, and from other states extending as far east as Michigan and Texas.

The sessions covered two weeks, from July 12 to 23. The instructional staff was headed by Doctor S. H. Peterson as Director of Conference. Besides the names from our own field already well known to western school people, several visitors from a distance added distinction to the program of instruction.

The lectures and discussions were orientated from the point of view of the administrator. All the problems of curriculum, guidance, health, both mental and physical, and the social environment were approached from the angle of the superintendent, the principal, or other executive. School organization and plant management, of course, had an important place in the program.

University of Southern California

A one-day Institute of Family Relations, held on June 26, gave an opportunity for frank public discussion of education and family relations. The conference, under the direction of Paul Popenoe, secretary and general director of the Institute, and George B. Mangold, vice-president and research director, stressed the need for better education of young people for successful marriage and parenthood.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(State Accredited)

FALL TERM JUST OPENED

Day Classes in preparation for the commercial and industrial art professions, the fine arts, and teaching the arts and crafts.

Evening and Saturday Classes for adults busy during the day, and for teachers and children in school throughout the week.

After-School Teachers Class. A course in color and design planned for class-room use. Ethel Abeel, Instructor. Tuesdays, 4:15 to 6 p. m., starting September 14.

Write for Fall Circular

F. H. MEYER, *President*

Broadway at College Avenue
Oakland, California

LIBRARY NEWS DEPARTMENT

MABEL R. GILLIS
State Librarian

Mrs. May Dexter Henshall who for many years conducted the Library News Department of the *Western Journal of Education* retired from library work May 31, 1937. Mrs. Henshall had a long and successful career of public service. After a number of years as teacher in the elementary schools of Yolo County she served several terms as county superintendent. With the valuable background acquired by this experience she came to the State Library at the time the county libraries were beginning their cooperative work with the schools. After five years of organizing in this field her work was extended and her title changed to County Library Organizer.

Mrs. Henshall was known and admired all over the state by educators as well as librarians. Her work took her into some of California's most remote and most picturesque spots and she treasured the friendship of many custodians of county library branches and teachers of one room schools.

When Mrs. Henshall left the State Library the position of county library organizer was abolished and that of State Library Field Representative was established. John D. Henderson, Librarian of Kern County Library, was appointed to the new position. His work, as the title implies, will include library visiting and the handling of many questions that come to the State Library from municipal, county and school libraries.

SCHOOL LIBRARY SERVICE IN CONNECTION WITH THE UNIT SYSTEM—PROBLEMS AND SOLUTIONS

By MARGARET VAN DUSSEN

***One of the subjects that proved most interesting at the County Librarians' meeting in Yosemite in May was county library service to schools as affected by new methods of instruction. This article was the basis for the general discussion which followed. Mrs. Van Dussen is head of work with the schools in the Fresno County Library.*—Editor.**

During the last few years those of us connected in any way with the work of the schools have watched an ever increasing trend in the elementary school to reorganize its curriculum into "units of work." At first we were called upon to assist with projects or activities which were designed to make the study of history or geography more alive and interesting to the children. But the activity idea has expanded to include much more of the curriculum. This last year, since the appearance of the "Teachers' Guide to Child Development for the Intermediate Grades" published by the California State Department of Education, county boards of education and rural supervisors are urging the teachers to integrate their work around "centers of interest," or, as some express it, "areas of experience."

Under the plan of the "unit of work" as much of the prescribed curriculum as possible is brought into the study of a comprehensive subject. For example, in the 6th grade the old world background to American history is the prescribed history course. One of our teachers developed a unit on clothing which would bring in this general history requirement. She began the study with cotton, for cotton was being grown in the community and there was a cotton gin close by which would give the children first hand knowledge of that process. Science came into this in the study of the growing plant and its protection from its natural enemies, history in the study of the cotton gin and its effect on the people of the South, and in a study of the manufacture of cloth, language in both written and oral reports on different phases of the work as it progressed, spelling and arithmetic worked in the building of a vocabulary and problems necessary to the satisfactory understanding of the subject, music in a study of the music of the Old South and in songs of weaving or spinning found in the school music texts, and literature in the form of poetry, particularly of Carl Sandburg.

With this beginning an interest in other forms of cloth grew until a complete unit on clothing was developed which included the past as well as the present. Other teachers in the same grade have used shelter as the center of interest.

Popular Units of Work

There are many general subjects which we find used more often than others. A few of these are: Indians, Eskimos, Holland, California, Japan, Mexico and transportation. Under a broad plan of education such as this the textbook is no longer the main source of information. The school is not confined to the four walls of the schoolroom but the children take excursions, see exhibits, or become interested in the solving of a problem which requires many sources of information to reach a satisfactory solution. More than ever the library becomes the heart of the modern school and is called upon to supply quantities of supplementary material. The program of integrated activities requires wide reading, the consultation of many references, investigation of extensive sources of information to accumulate the necessary data essential to recreate for the child the specific experience involved in the unit.

Can the Library Meet the Demands?

Is the Library able to meet the demands of this program? What difficulties have we encountered during this first year of increased activity on the part of the teachers in following the unit procedure? Perhaps our greatest problem is to secure enough material for each unit at the time that unit is to be studied. How are we to know what units are to be studied, what trends the teachers will develop in their plans for the year? Let us look at the sources of unit ideas for a few moments.

The County Manual or Course of Study is really the first guide, for in the manual the teacher finds listed the exact subjects which are to be taught in each grade and the amount or scope of the subject for the grade. But the Course of Study is not organized around units. It is left to the teacher to initiate units which will include as much of the prescribed curriculum as possible. A knowledge of the manual, particularly the social science section, is a good basis for units for most of them develop from the history and geography requirements.

Current Magazines Help

Other sources of ideas are current magazines, especially the *Grade Teacher*, the *Instructor*, *Childhood Education*, and the *Western Journal of Education*, which publish at least one unit every month. It is particularly due to their influence that our heaviest demands for Indian material come in the fall and for Dutch material in the spring.

Many teachers receive a great deal of help from summer school courses and often come back with new units which were worked out as summer school projects. The commercially prepared units and lists are suggestive but do not seem to exert a great deal of influence. They are helpful in developing bibliographies on general subjects.

The "Teacher's Guide to Child Development" is probably the source of most unit ideas this year. Not only does it contain a complete description of six units worked out in every detail but it also contains an appendix composed of bibliographies for forty-five additional units. Each bibliography contains a list of books, both reference and story for the pupils and a list of books for the teacher.

Units Developed Locally

With all the sources of units available we still must develop units locally, for commercially prepared units or even those developed in other parts of our own state do not fit into local school situations. Here we feel the influence of the rural school supervisors and the county board of education. The policy they adopt and the program they establish determines the organization of the county with reference to units. In some localities the schools are divided into zones and the units are to be rotated from zone to zone so that all the schools in one zone will be studying Japan while those in another zone will be studying Mexico.

In other localities units are prescribed in much the same manner as the formal curriculum, that is, the third grade will study Indians during the fall, Eskimos during the winter and the Dutch people during the spring. In still other localities certain fields or broad subjects have been allocated to each grade and the teacher is free to develop any phase of the general subject. For example, the first grade is given the home, the second grade the community, the third grade primitive life and the fourth grade California.

Considering these three methods, that is, zoning the county, prescribing certain definite units to be covered in a year, or, allocating broad subjects to each grade, this latter policy seems the most workable. With a certain field assigned to each grade, overlapping of subjects will be lessened and there is a definite basis for the purchase of books and the organization of materials suitable to grade level.

Library Participation in Planning

Whatever method is used the library must be given consideration and the Librarian or Head of the School Department should be consulted or invited to participate in board meetings when discussions concerning units and the curriculum are to be made. Course of study making and the library go hand in hand. Difficulties will arise if a drastic change is made without allowing time for the development of a book collection that will meet the changed methods of teaching.

Regardless of the method of choosing units we are faced with the real problem of selecting and preparing unit materials which will be available to the schools at the time the units are to be studied. Most of our collections built up over a period of years are not designed to meet the need for a great variety of references on one subject on dif-

ferent levels of reading difficulty. The teacher of a one-teacher school expects to find books on the same subject for the children for the first through the eighth grade, while in the larger school the problem often is to find books that can be read by three or four groups ranging from very slow readers to above average readers for the grade.

With our present collections such a demand can be met only in a very few subjects. This then points to the problem of adequate financial support in order that books may be added to fill the deficiencies. With school funds ranging from $25 to $40 or $50 per teacher the fund is scarcely large enough to cover the increased demands. If visual aids, maps and globes as well as magazine subscriptions and recreational reading come from the school fund in addition the problem is even greater. In many counties the recreational reading is supplied entirely from the regular county book fund, but we have built up a recreational collection with about 20% of the school fund. (This fund consists of the amount remaining after overhead expenses are deducted.)

The recreational collection has been of real value during the year and has given much material for units that could not have been secured from any other source. Where such a collection does not exist there is a heavy demand on the general collection which in turn works hardship on the community branches. Since there is much valuable and indispensable material ordinarily grouped with recreational titles, it seems advantageous to build up unit groups from this field within the School Department.

Helpful Bibliographies

The tools which are helpful in making selections either for purchase or distribution are the bibliographies included in booklists, magazines and publishers' catalogs, especially those catalogs organized around subject groupings.

The many bibliographies in the Teachers' Guide to Child Development are very valuable. We find it has been most satisfactory to check our collection against the bibliographies as the need arises. The same checking with the Children's Catalog is helpful also. One additional tool which we have found most useful and one which brings to light the material included in the supplementary text collection is a subject analytic file of the texts. Last summer, in anticipation of the increased interest in units, we began this file. It is made on cards and each entry is as complete as possible. In addition to the subject there is a notation of the grade for which the material is suitable, the author and title, and location of the material. (I would suggest simplifying the card for during the year we have had no use for the author or title entry. However, it would be wise to note whether the information is story type or factual.) This file has proved of value to the teacher but is of greatest use to the assistant selecting material on a unit. It has been well worth the time and effort compiling it for it has put back into circulation some of the older texts which seemed of doubtful value and it has given additional sources of information.

Organization for Circulation Under Unit Method

The organization of the collection for circulation under the unit method is another problem. Should any of the books be processed or should all titles be treated as texts. Where should the line be drawn between recreational and unit? As nearly as possible all books which are definitely unit in type are more accessible if they are handled in the same way as texts for they can then be fitted into the plan of the teacher without encroaching upon rules which apply to recreational books. The borderline books which may have unit content but which are recreational as well we are having processed. Should the material then be grouped by units and kept intact? This method has its advantages in making the books easier to circulate and to return to the library, but there are often books which can be retained for other units. Unless the collection is large enough to warrant this organization more use is obtained from the books if they are not grouped.

On the other hand, compiling units as the requests are received demands a great deal of time and requires a larger staff to work out the units satisfactorily. If it is possible to equip each school with a group of books sufficiently general in character that the school has a reference collection which will answer many questions much time can be saved at headquarters. Whether this is feasible depends upon the organization set up by the County Board of Education and the Rural Supervisors.

Need for Larger Funds

Miss Heffernan in "Major Trends in Elementary Education" says, "The challenge of the new demands has taxed the service of the county libraries and city school departments and has indicated the need for a more adequate allocation of school funds for library purposes . . . Proper allocation of funds denied during recent years for the support of county library service to schools should be restored as rapidly as possible."

As was mentioned a moment ago the unit method of teaching makes the question of the size of staff a problem. In addition to the distribution of supplementary texts school assistants are called upon to do a great deal of reference work. They must search for material that will fit the particular development of a subject. So many units do not fall into any cut and dried method but show as much variance as there are teachers. It is difficult to fit any grouping of books into each situation, for each unit is really a separate reference problem. Specially trained workers are not necessary, for it is not the province of the library to develop the units, but library trained assistants are desirable if the work of the School Department is to function to the best interests of the schools.

Out of the experience of the year there has grown an interdependence between the teacher and the library that is beneficial to both. We have a clear understanding of the problems confronting the library and have come to rely upon school assistants for help and material to a greater extent.

NOTES

Thelma Reid, librarian of Napa County Library, was married in August to Coster van Groos, radio technician in Santa Rosa. Mr. and Mrs. van Groos will live in St. Helena and Mrs. van Groos will continue her work as Napa County Librarian.

Dorothy Wents, librarian of Orange County Library, took a delightful European trip this summer. With a cousin and some other friends, she rented an automobile and toured many European countries, visiting interesting places not always seen by tourists in conducted parties.

THE WORLD OF MUSIC

Complete Orchestra Course

24 Pupil Books—Complete Conductor's Score—Teacher's Manual

Complete Band Course

34 Pupil Books—Complete Conductor's Score—Teacher's Manual

An effective program of instrumental training that provides for a thorough teaching of instruments, with the greatest possible pupil participation in the playing of real music.

Edited by Victor L. F. Rebmann, Charles B. Righter and William D. Ravelli

GINN AND COMPANY

45 Second Street

San Francisco, California

A UNIT ON SEA LIFE

By LILLIAN H. MERRILL
Wilson School, Santa Barbara
LILLIAN A. LAMOUREAUX
Director of Curriculum

Any reference to the curriculum study recently undertaken in Santa Barbara is news wherever school people gather because the reports of results worked out in this study seem to promise a significant contribution to our educational progress. We welcome this opportunity to offer Journal readers a unit of work based on the principles of the new curriculum. We regret the necessity of abbreviating the report. The complete unit may be obtained on request from the Director of Curriculum.

Curriculum Basis of Unit

Educators in the Santa Barbara City Schools during 1935-1936 made an intensive study of the curriculum. Continuing the work in 1937 under the leadership of Mrs. Lillian Lamoreaux, Director of Instruction, Elementary and Junior High Departments, a new curriculum was designed and adopted for experimentation. The integrative theme of the new curriculum is "Guiding Youth to Live Effectively in Their Behavioral Environment."

The *sequence* of the course in the first few years of a child's schooling calls for a program that will enable the child to live more richly and effectively in his immediate environment through activities involved in carrying out basic social functions.

The *scope* includes these basic social functions common to all levels of learning: developing and conserving human and non-human resources; producing, distributing and consuming goods and services; communicating; transporting; recreating and playing; expressing and satisfying spiritual and aesthetic impulses; organizing and governing.

With this scope and sequence in mind, each teacher would naturally wish to guide her group into participating in activities that would provide opportunities for actual first hand experiences and rich vicarious experiences. Out of this generalized objective the unit which follows was developed in a primary class of the Santa Barbara schools.

Initiating the Unit

It seemed altogether fitting, with the ocean at hand and references by the children themselves to experiences at the beach, that they participate in a Sea Life Unit. Then, too, it was a natural lead from an activity of the previous semester. With their former teacher they had studied "Community Life in Santa Barbara," and had had a very interesting unit on "The Harbor," as a part of this study.

It was a splendid group of 2As and 3Bs with which to work. The children were of high average intelligence. Only three of the thirty-two were foreign-born and all were about the same age level.

What possibilities were in a sea life unit? Would it stimulate the curiosity of these children and challenge their interest? Would it provide rich opportunities for creative expression? Would it draw from many areas of knowledge, and perhaps later lead into further avenues of research? Was there a possibility that it might lead to rich social experience? Undoubtedly yes.

Motivation

A few shells were displayed on a table. Specimens of pressed seaweed were arranged on a shelf. Pictures in color of fish, jelly fish and other marine organisms were placed on the wall. A story or two of interest was read and the children began to ask questions.

Children Ask Questions

What are the names of the creatures in the pictures on the wall? How does the poison form in the jelly fish's spears? How can sea creatures breathe under water? How does the octopus get ink? What kind of coral is in the ocean? Where do fish come from? What kind of shells are in the ocean? Why are the whale and octopus enemies? What do fish live on? Why are sharks enemies of whales? When does the octopus shoot out his black ink? Where do sea horses come from? Where do the fish sleep at night? How does seaweed get into the ocean? Where does the ocean come from? Does a baby fish go to school? How deep is the sea? Where does the salt in the ocean come from? How can flying fish fly? Why does the jelly fish sort of melt when it comes on shore? What kinds of seaweeds are there? How long are whales? How dark is the water at the bottom of the ocean? How big are octopuses? Why does the ocean look green on top?

Many of these questions were answered orally while others were made the basis of chart stories. These chart stories became the reading matter of the unit. They were also typed and put in booklets together with their poems and pictures to take home.

Children Plan Activities

WHAT WE WANT TO DO: take two trips; go to the museum; go to the beach; take a little lunch with us on our beach trip. It will be best to go when the tide is low in the morning. While there we will hunt for shells. Some of us will get seaweed. We will all hunt for sea life specimens.

WHAT WE WANT TO DO IN OUR CLASSROOM: make a movie; make a fishing boat; make an aquarium; paint some big pictures of fish, octopuses and sea creatures; find stories, poems and pictures about sea life; write stories and poems; begin our own collection of shells; start pressing different kinds of seaweed; make booklets and a big scrapbook; learn songs about the sea and sea life; ask our mothers to come to see some of our activities.

Scope of the Unit

I. Developing and conserving human resources. Study how the ocean environment contributes to our well being through *health*—i. e. food, recreation and medicine. Contributing activities: children told experiences at the beach; picnicking, swimming, fishing; collected and drew pictures of beach activities, sea foods, and interesting shells; made booklets and scrapbook.

How the ocean contributes *wealth*—i. e. provides livelihood for people; shells still used as money by primitive people. Activities: added to booklets pictures of divers, fishermen, sponges, fish canneries, boats, markets; listened to stories and poems; made co-operative stories for charts.

The ocean as an *inspiration* for art, literature, music, and scientific investigation. Activities: listened to music on Victrola; learned songs about the sea; made own dance interpretations of sea music; wrote poems and stories and painted pictures; made a movie which was named "Down in the Sea in a Bathysphere."

II. Developing and conserving non-human resources. How man makes regulations as to open and closed seasons and size of specimens taken; plants sponge and oyster beds. Activities: class discussion on fishing experiences in local harbor, lobster traps, number and size of clams and abalones allowed.

How *nature* gives protective coloring and covering to organisms, glue-like substance on seaweeds and regenerates parts. Millions of eggs are laid in order that species may survive. Activities: trip to the beach; collected specimens and prepared them on return to school. The teacher read Bronson's "Fingerfins, the Tale of a Sargasso Fish." Continued work on movie. Painted with calcimine a 12-yard strip of paper a blue green. Painted seaweed, fish, octupus, starfish, seahorse, jellyfish and a bathysphere.

III. Goods and services contributed by ocean environment. How fishermen, boat owners, store owners, truck men and townspeople in Santa Barbara are benefitted by sea life products. Activities: made a fishing boat out of old sand table; played in the boat; sang songs of fishermen and boats; visited a fish market.

Uses of sea products: food, oil, hide, glue, medicine, fertilizer, and perfume from fish, whales, walrus, seals, and shellfish; food, medicine, glue, potash, gelatin, oil, rope, paper, fertilizer from seaweed; jewelry, buttons, inlaid work from shells; chalk, limestone, marble from shell deposits; Celite used in insulating material, filter, paint and varnish; sponges used for cleaning. Activities: played in boat; harpooned a whale; looked at beautiful specimens of pressed seaweed; pressed seaweed; continued shell collection; made exhibit of shells and learned their names; brought Celite from neighboring town of Lompoc to add to our collection.

IV. Communicating. Show the need of a universal language in naming specimens—i. e. scientific nomenclature of species: common name, scientific name. Activities: children labeled specimens in shell collection. Each specimen in separate cardboard box, common name pasted below specimen in front. Scientific name pasted on the back by teacher. Children aware of a scientific name but not required to read it. Played games based on guessing names.

Discuss communicating between boat and diver below; also between boat and man in bathysphere. Activities: Much creative work in calcimine and crayola showing divers attacked by octopuses and sharks. Read stories of divers and bathyspheres. Drew and painted pictures for movie and booklets. Played in boat. Diver below signals. Told about bathyspheres in a chart story.

V. Transporting. Transportation of ocean products to cities by trains, trucks, and boats. Activities: children tell of experiences at wharf watching fishermen unload boats; made pictures of boats with calcimine and crayola. Studied barnacles and damage they do to boats.

VI. Recreating and playing. How the ocean provides recreation for us, swimming, fishing, sailing, collecting and picnicking. Activities: a trip by class to the beach, eating lunch there and gathering specimens. Charts, poems, songs, pictures.

VII. Expressing and satisfying spiritual and aesthetic impulses. Arouse an appreciation of the color of the ocean, its immensity,

and mystery, the roar of the breakers, the beauty of form and color of the various organisms. Activities: made an aquarium out of a wall cupboard; took out shelves; lined it with crushed butcher's paper calcimined blue; put in various forms of sea life made of paper and painted; suspended them by invisible wires. Visited the museum; saw interesting exhibits and models; listened to a lecture there. Continued reading stories of sea life; learning new songs; painting and drawing.

VIII. Organizing and governing. Discuss why laws are necessary to regulate how, when, and where one may fish. Activities: research from local papers concerning these regulations.

Culmination

The culmination was a simple outgrowth of the learning situation. The children sang some songs and recited their original poems. They showed their shell collection and played guessing games as a little drill on identifying specimens. One group danced their interpretation of MacDowell's "To the Sea," played on the Victrola. Others showed the aquarium and told about it. Last of all they showed the movie, "Down in the Sea in a Bathysphere." As the operators turned the reel, the chairman called on children to read the chart stories descriptive of the picture. Here is a typical chart that was read. It was written co-operatively by the children.

The Starfish

There are thousands of starfish in the ocean. Starfish do not like the deep ocean. They live in shallow water. We see many of them on our breakwater. They crawl over rocks or swim slowly around.

Starfish are of no use at all. They eat oysters, clams and mussels. They destroy thousands of oysters a year. So oyster growers try to kill the starfish that hover over their oyster beds. They used to cut starfish in two and throw them back in the ocean. They thought they had killed them then. But instead each half began to grow into a new starfish. A starfish can grow new parts just like we can grow new fingernails.

Now oyster growers boil starfish to kill them.

Here are some of the children's poems:

The Waves

Splashing and dashing
Over the rocks,
Splash comes another wave
Dashing over rocks.
Will they ever stop?

The Sea

In comes the sea!
Out goes the sea!
In come the seahorses
That ride upon the sea!

Fish in the sea
Fishermen fish for thee,
You'll make a good dinner for me.

Turtle, turtle in the sea
Turtle did you bite at me?
Please tell me
Did you bite at me?

Outcomes and Skills

The class kept a sustained interest in the unit. They were sorry they could not study more about sea life next year. Children in other rooms were interested and brought us specimens, examined ours and asked questions. The class acquired a collection of over fifty and identified and labeled forty-five.

There were several committees working at the same time so the children learned to cooperate, to be good leaders or good followers.

It was a big stimulus to reading as they found many stories and poems to read.

They made little dictionaries and added words used in connection with the unit to their other list. This was a help in phonics, spelling and reading.

The various excursions necessitated letter writing, asking parents and principals for permission to go, and thanking the directors of the museum. The excursions tended to develop courtesy, good citizenship and cooperation.

They learned many songs, became more skillful in manipulation of tools, color mediums, scissors and paste.

Best of all perhaps it opened their eyes to the interesting world about them.

Collection Made by the Children

Black abalone, green abalone, red abalone, rough abalone, barnacle, black turban, California cone shell, chama (rock oyster), channel top, chiton, cockle, nut brown cowry, egg case of shark, California horn shell, jingle shells, jack knife clam, limpet, moon snail, mud clam, mussel, olive shell oyster, oyster shell drill, piddock boring into rock, periwinkle, pismo clam, giant starfish, sand starfish, webbed starfish, spire shell, sea urchin, sand dollar, slipper shell, tube worm, volcano shell, wavy top, door of wavy top.

All of these specimens were collected by the children on our own beach. A few items were added from other sources: giant cockle, coral, tiger cowry, knobbed whelk, left-handed whelk, organ pipe sponge (Monterey), celite from Lompoc. Fossils of scallops were found on the other side of the mountain, on top of the Mesa, and at Gibraltar Dam at an elevation of about 2000 feet.

BIBLIOGRAPHY

For Teachers

Beebee, William, *Galapagos, World's End.*
Bridges, T. C., *Young Folks Book of the Sea.*
Bronson, W. S., *Fingerfins, the Tale of a Sargasso Fish.*
Brown, E. C., *The Green Gate to the Sea.*
Burgess, Thornton W., *The Burgess Seashore book for Children.*
Butler, Eva L., *Along the Shore.*
Crowder, William, *Dwellers of the Sea and Shore.*
Gaylord, I. N., *Sea Creatures.*
Hardy, M. E., *Sea Stories for Wonder Eyes.*
Henderson, D. M., *Children of the Tide.*
Johnson & Snook, *Seashore Animals of the Pacific Coast.*
Keep, Josiah, *West Coast Shells.*
Kingsley, Charles, *Tom, the Water Baby.*
National Geographic Magazine.
Patch, Edith M., *First Lessons in Nature Study.*
Teacher's Guide to Child Development, *Life of the Sea and Shore.* California State Department of Education.
Verrill, Hyatt, *Strange Sea Shells and Their Stories.*
Wells, Harrington, *Seashore Life.*
Tidepool Animals, *Science Guide for Elementary Schools.*

For Children

Albright and Hall, *Nature Stories for Children, Books I and II.*
Carr, William H., *The Stir of Nature.*
Dunn and Troxell, *Mather Nature Series.*
Freeman, Frank, *The Wonder World and Others, Child Story Readers III.*
Martin, Cora, *Real Life Reader III.*
Strong, Frances *All the Year Around Winter.*
Wright, Julia, *Seaside and Wayside I.*

SEASHORE LIFE

By HARRINGTON WELLS

A Book for California Children About California Beaches

Content. The story of California seashore life told in simple and vivid style. The shells, seaweeds and birds of the *Western beaches* are described.

Illustrations. 200 excellent illustrations including illustrated classification charts at the end of each unit.

Reading Level. Intermediate grades. The material was tried in the class room at fourth grade reading level. The style though simple is not childish and the book may be used for slow groups in the junior high school. The classification charts can be used by the better readers from the fourth grade up.

Author. Harrington Wells is a professor of biology at the Santa Barbara State College and is a scientist of recognized ability both as a teacher and as an author. He is the author of "Tidepool Animals" and "Pets and Their Care," California State Series in Elementary Science; and "The Teaching of Nature Study and the Biological Sciences." He conducts each summer the Santa Barbara Nature School.

The publisher offers this book as a thoroughly delightful, clear and accurate story of California's seashore life.

Price $1.25

HARR WAGNER
PUBLISHING COMPANY

609 Mission Street
San Francisco, California

SUMMER SESSIONS AT CALIFORNIA UNIVERSITIES AND COLLEGES

University of California
The Demonstration School

To teachers of the elementary grades attending the summer session on the Berkeley campus, the high light of interest was the Demonstration School, conducted under the co-operating leadership of the University and of the State Department of Education. Dr. Hockett of the faculty in Education was director of the school, with Helen Heffernan of the State Department as associate director. Gladys Potter served as principal, with a staff of teachers selected for outstanding achievements in our schools.

The Hillside Public School in Berkeley provided the setting for this unique experiment and was in fact the laboratory for the summer session courses in elementary education.

We say "unique" advisedly. Demonstration classes are, of course, an accepted feature of our training schools but the Berkeley experiment can not be classified with the type of established classes with which we are familiar. Such classes, maintained with unbroken continuity in connection with the training schools, draw their children from a more or less homogeneous neighborhood and social group. The directing staff is well articulated through continued co-operation. The program is smoothed by experience. The children are more or less fused by association.

The comment is sometimes made that demonstration schools offer to observing teachers conditions more nearly ideal than can be hoped for in the usual class room situation. To the extent that this is true, such schools are the less helpful in preparing teachers to meet the actual conditions of their work.

At Berkeley this summer no such comment has been offered. With the exception of Miss Heffernan and Mrs. Potter, both members of the State Department of Education, the staff came together for the first time on the opening day of school. A program, of course, was prepared, but it was to some extent tentative. The children, about two hundred in all, were drawn from very different groups. Some were from visiting families whose heads, gathered from far and wide, were attending University summer classes. Some were from the Berkeley "campus" families. Some were from the families of workers in the Berkeley industrial plants. A more diverse group of children could not easily be assembled—diverse in geographical, social, and pedagogical background. Some were the product of the best type of progressive school. Many knew only the formal program of directed instruction.

Here was a laboratory, indeed, in which to try out the philosophies professed by our educational leaders, in the University and in the State Department. That these philosophies appeared to have emerged intact and triumphant from such laboratory testing is "data" reassuring to the rank and file of our teachers.

The observers had an opportunity to watch the program of free creative activity at work under conditions of peculiar difficulty. Almost any problem that their own experience might present was met and somehow solved under their very eyes. To this factor, as well as to the exceptionally fine leadership and co-operation of the faculty, was due the unique value of this unique demonstration school.

The number of observers averaged some 400 a day. To a large extent the observing group were more or less static, each student following through with some situation of special individual interest. The "laboratory" was an integral part of the course given by Miss Heffernan and Dr. Hockett, Education 133, "The Integrative Curriculum."

It was generally agreed, by the teachers and the observers, that the children adjusted themselves very rapidly to the presence of a "gallery" and for the most part seemed completely unconscious of onlookers after the first few days.

Mrs. Gladys L. Potter

Not the least interesting feature of the summer work was the group of parents and teachers which was promptly organized and which contributed splendidly to the success of the session. Close co-operation between the parents and the faculty bridged many a difficulty. Parents no less than the children gained from this experience a new understanding of the aims and results of a free and creative type of education. The session closed with a final meeting of the teachers and parents which reviewed the evidences of growth among the children who had attended the schools.

To the children themselves the climax of their weeks together was reached when their upper class "went on the air" over the National Net Work, in a program of music and a dramatic story of their own special "unit of work", which was, appropriately, "Communication." For listening adults Miss Heffernan summed up the aims and the accomplishments of the school and gave expression to the hope, shared by all who had been privileged to enter into this experiment, that it might be repeated in succeeding summers.

The faculty of the Demonstration School, in addition to the names given above, was as follows: Grade I, Vesta Clayton, Teacher, Wildwood School, Piedmont; Grade II, Edna Evenson, Supervisor of Rural Schools, Sierra and Plumas Counties; Grade III, Lois Kirkpatrick, Teacher, University School, Ohio State University; Grade IV, Gertrude M. Cross, Teacher, Markham School, Oakland; Grade V, Fannie R. Shaftel, Curriculum Co-ordinator, Pasadena; Grade VI, Forrest C. Michell, Teacher, Grant School, Oakland; Grades VII and VIII, Edith Redit, Superintendent, Imperial County; Ungraded Group, Lynda Yageman Court, Supervisor, Contra Costa County.

Another innovation of the Berkeley summer session of special interest to teachers was the inclusion of two courses whose practical value was attested by the response in attendance.

One was listed as Education 133 A. It consisted of four group excursions, planned to give teachers instruction and experience in the technique of the school excursion as an integral part of the curriculum. The value of this kind of experience to children is beyond question, but in practice it may be omitted because a teacher may not feel herself adequately equipped to deal with the problems involved. This course was planned to meet such a need.

Education 135, "The Industrial Arts in the Elementary Schools" again was planned to meet a special need of the new type of curriculum activity. It supplied or reinforced for teachers some of those many kinds of manual skill which play such an important part in a program of creative education, as clay modeling, leather work, and wood work.

Southern California

High lights of the summer sessions held in Southern California were mainly a greater attendance than in previous years and an ever increasing number of out of state visitors who came to study and to see for themselves whether the Hollywood publicity that has clothed the Los Angeles area in a glamour was what they thought it should be.

The activity program, units of work, integration, creating positions of co-ordinators instead of subject or grade supervisors, these are present day trends in education. Colleges are attempting to cut across subject lines and put less emphasis on units toward graduation. They tend toward the English tutor system, in which students study large areas of thought that call upon many fields of knowledge for their solution.

Dean Lester B. Rogers of the University of Southern California Summer Session was gratified in having the second largest enrollment in the history of the institution. The only larger session was that held during the year the Olympics took place in Los Angeles. More than 4,000 students were registered.

The University of California at Los Angeles Summer Session is growing in popularity. Under Dr. J. Harold Williams, Dean of the Summer Session, a widely divergent group of educators was brought together for the summer courses. In Education, especially, Dr. Marvin L. Darsie, Professor of Education and Dean of the Teachers College, enrolled a group of practical teachers, most of them California educators.

It was noticeable that in the education courses at both the University of Southern California and the University of California at Los Angeles the largest number of lecturers from any one locality was taken from the ranks of the Los Angeles school system.

In its faculty the University of California at Los Angeles had Howard A. Campion, assistant superintendent, in charge of Adult and Vocational Education of that city; Alice C. Chapin, principal, Speech Correction School, Los Angeles city; Marion Eugene Herriott, principal, Central Junior High School, Los Angeles; Fred W. Orth principal, Virginia Road School, Los Angeles; Nellie L. Alford, instructor in Speech Reading, Adult Education, Los Angeles; Leslie G. Stier vice-principal, Frank Wiggins Trade School, Los Angeles. Oakland, California, public schools were represented by Lucian P. Farris, principal Oakland High School. Santa Monica, California, gave to the faculty Ralph H. Bush, director Santa Monica Junior College. Will French, formerly superintendent of the Long Beach, California, schools, ended his work in California with courses at this session. The Los Angeles county school system had one member of its staff upon the faculty in Miss Helen Sue Read, rural primary supervisor.

At the University of Southern California Summer Session the Los Angeles city educators included such leaders as Robert Hill Lane, assistant superintendent of schools; Dr. Alice B. Struthers, principal, Thomas Starr King Junior High School; Ralph J. Peterson, instructor in Choral Music and Voice, Los Angeles Junior College; Andrew J. Morris assistant supervisor, city department of commercial education; Robert H. Lewis, instructor in English and Social Studies, San Fernando High School; William C. Hartshorn, chairman of Music Department, University High School, West Los Angeles; Paul Fisher, instructor in Mathematics, Belmont High School; William B. Brown, substitute director, city Secondary Curriculum Section; Ida May Anderson, assistant supervisor of Art, Los Angeles city schools.

Other visiting California educators upon the Education faculty at U. S. C. included Dr. A. Elwood Adams, superintendent of schools, Rosemead; James H. Bedford, instructor and counselor, Hoover High School, Glendale; John Wesley Harbeson, principal Pasadena High School and Junior College; Dr. Cecil D. Haresty, assistant superintendent of schools, Beverly Hills; Dr. William J. Klopp, supervisor of instruction, senior high school division, Long Beach; Mrs. Lillian A. Lamoreaux, director of instruction, Santa Barbara city schools; Kevork A. Sarafian, head of the department and professor of Education, La Verne College; and John A. Sexson, superintendent of schools, Pasadena.

Santa Barbara School of Nature Study

One hundred and twenty California teachers attended the Santa Barbara School of Nature Study, an increase in attendance of 20 per cent over the 1936 session. With headquarters at the State College, group excursions were made over an area extending from the tidepools along the ocean shore to La Cumbre peak in the Los Padres National Forest, at an altitude of 4000 feet.

Lectures and demonstrations at the Museum of Natural History and the Blaksley Botanic Gardens in Mission Canyon, Laguna Blanca Bird Refuge, as well as at government lookout stations and weather recording laboratories supplemented the field investigations of the group. Motion pictures, lectures, campfire talks and garden tours covered various phases of natural history. Classes in Bird Life, Mammals, Trees, Weather, Health Conservation, Geology, Seashore Life, Art Activities for Nature Students, Insects, Desert Life, School and Home Gardens and Astronomy were conducted by a faculty of twelve specialists in these subjects.

The session was a delightful fortnight of pleasure and profit and every student departed for home with the intention of spreading the story of this unique outdoor vacation school at Santa Barbara.

Mills College

This splendid women's college, dean in its field for all of the western states, is making in its summer sessions a contribution to western culture that cannot be matched on any other campus of our region.

William Rose Benét

This summer more than ever California is indebted to Mills College for bringing to us an impressive group of artists, men and women whose creative gifts have won international recognition, and whom we, on the Pacific Coast might never have known personally except for the leadership of Mills.

Outstanding in the group of international artists was the Pro Arte Quartet of Brussels whose members taught on the faculty of music, and whose magnificent concerts enriched the lives of music lovers in all of the bay region. The capacity audiences which attended the Mozart Festival Concerts bore witness to the growth in music appreciation to which this fine quartet has notably contributed during the sessions of recent summers.

In the field of creative writing the work of E. O. James, professor of English on the regular Mills staff, was as always a valued experience. It was this year brilliantly reinforced by the presence during the summer session of William Rose Benét. Mr. Benét's acknowledged position of distinction among American men of letters was instrumental in drawing together a group of people who take a serious interest in writing. The inspiration and discipline which came through contact with this eminent author was valued by his students. But perhaps they will value even more the pleasant memories of his personality, his humor, his warm human understanding, the delight in his apt phrases and felicities of speech.

In the field of drawing and painting, of the dance, and of drama, Mills made a comparable contribution through the competence of her permanent faculty and the distinction of her visiting artists.

The brilliance of the summer offerings in the field of creative arts did not lessen the substantial value of more prosaic but necessary routine college courses.

College of Arts and Crafts

An outstanding exhibit of work in the arts and crafts, particularly as applied to the teaching of art in the schools, climaxed the thirty-first Summer Session of California College of Arts and Crafts, Oakland. Among exhibits which atracted particular attention were those in Water Color and in Art for Grade Teachers under Ethel Abeel, Art Metal and Pottery under Carlton Ball, and Modern Composition, the students of this class having been guided by Vaclav Vytlacil, guest artist and one of the leading authorities on modern composition and abstract design. Some two hundred students attended the College of Arts and Crafts for the special summer term. Of these a large number were teachers from California cities. This year there was also a large out-of-state representation, not only from the West but also from the East and the Middle Western states. The fall term of the College has since opened with a record enrollment.

The Caroline Swope School

The Caroline Swope School this summer held its usual two sessions, one in Long Beach and one in Santa Cruz. The Swope School makes an increasingly valuable and distinctly unique contribution to California's summer teacher training courses. Teachers who have attended it always say in describing the school, "Yes they do take up the modern theories of education as theories, but we can get these in books. The most valuable work we get from Miss Swope's faculty is the application of those theories to our own class room problems. In other words we get a practical interpretation that we can work with!"

The total student body for the two sessions was approximately 835. Teachers came not only from California but from all over the United States. Maine and Texas were well represented this year.

Last year the Swope School ranked fifth in enrollment of the twenty-seven schools in the state giving teacher training courses.

BULBS FREE!

To spread the fame of our bulbs everywhere, we will send you FREE a nice assortment of HYACINTHS, TULIPS, NARCISSI, IRISES, CROCUS, etc., etc., 350 bulbs in all, all guaranteed to flower next Spring and Summer. It suffices to send us for carriage, packing, etc., a one-dollar note by registered letter, and to mention your name and full address in block letters. Please, do not send coins or stamps, and mention the name of this paper. Dispatch carriage paid all over the world without increase in price.

JAN VAN GALEN
Bulb Grower
Vogelenzang near Haarlem
Holland :: Europe

NEW FACES IN NEW PLACES

California school people will be interested in the changes in administrative personnel which bring newcomers to several city superintendent's desks. Where contact was possible we have first hand reports to offer. In other instances we have only such data as was officially available.

Glendale

When the Glendale Board of Education last spring unanimously took Dr. Norman R. Whytock from his position of deputy superintendent in the same system and appointed him to the vacancy caused by the sudden death of Glendale's veteran superintendent Richardson D. White, he became one of the youngest educators in the West to assume a major city superintendency. His election was a recognition of his contributions to the educational welfare of the community as teacher, principal, director of research, assistant superintendent of schools, and deputy superintendent of schools positions all held successively in the growing Glendale system since 1916.

Dr. Whytock's career has been one of continuous educational study and growth. He is looked upon as a native son though he was born in Toronto, Canada, and came to New York State with his parents, native New Yorkers, at the age of one year. His schooling was undertaken in the schools of Buffalo, New York, until 1912. In that year he moved with his parents to Glendale. In 1913 he graduated from the Glendale high school under Principal George U. Moyse and had Richardson D. White, who later was to become his superior, as a teacher. In 1915 Dr. Whytock graduated from the Los Angeles Normal School. His first teaching position was in the Phoenix, Arizona, public schools. In 1916 he came back to Glendale as a teacher in the Woodrow Wilson Intermediate School under the principalship of Miss Carrie M. Noble. It is this same school building which is now the administration building for the Glendale city schools and in which Dr. Whytock has his office. Came the war and we find Dr. Whytock in New York drilling in Central Park with a National Guard regiment. Later, he was made a second lieutenant and was sent to the Twenty-sixth Division in France.

As Dr. Whytock puts it: "Three highlights stand out in my subsequent career—the voyage to France aboard the *Wha Jah* as one of a group of sixteen American soldiers, the purchase of a new uniform at the Lafayette Galleries in Paris, and my erroneous judgment of the marksmanship of a German machine gunner at St. Mihiel." Next came a year as a reporter on an American newspaper in Havana, Cuba during 1919-1920; work conducive to the appreciation of the life of a teacher and scholar.

After the year in Cuba, Dr. Whytock definitely accepted education as his calling. Consequently we find him preparing himself thoroughly for the job. From the University of Southern California in 1923 he secured his A.B. degree, followed by the M.A. degree in 1925 and his doctorate in 1932.

Since 1920 Dr. Whytock has been continuously with the Glendale school system. First he served the elementary district as principal of the Theodore Roosevelt School, then as director of research, and finally as assistant superintendent of schools. With the consolidation of the local school systems in 1931 he accepted the appointment to the newly created position of deputy superintendent.

A word must be said about Glendale city proper, for only so can one understand the educational problems of the city during the past three decades. Glendale is one of the wonder cities of Southern California. In 1910 it had a population of 2,700. In 1937 its inhabitants total perhaps more than 75,000 souls. It is a suburban city with probably about 65 per cent of its gainfully employed working outside the city limits. It is neither a city of great wealth nor great poverty. It is peopled with good substantial people and foreign unassimilated groups are almost nonexistent. In 1916 when Dr. Whytock began to teach in Glendale the population was around 10,000. So it has been his privilege to grow up with a village until it has become the third largest city in the Los Angeles area. The problems of growth, rehabilitation of existent school structures to bring them all up to earthquake code requirements, new junior high schools, and new school grounds are still basic needs to be considered by Dr. Whytock. Around 16,000 pupils have to be cared for in one junior college, two senior high schools, four junior high schools, and nineteen elementary schools. It is a job Dr. Whytock has grown up with and his community believes he is the man to continue to solve the educational problems confronting the city.

Long Beach

Doctor Kenneth E. Oberholtzer was elected superintendent of the Long Beach City Schools on May 10, 1937, and took office on August 1st. He fills the vacancy created by the resignation of Superintendent Will French who went to Columbia University as a professor of education.

The election of Dr. Oberholtzer adds one more Hoosier to the schools of California. Born in Indiana, he graduated from the University of Illinois with a B. S. in science and education. Later he took a master's degree at the Texas Agricultural and Mechanical College, and received his Ph. D. degree at Columbia University.

While at Illinois he won membership in honorary scholarship and educational fraternities, was a leader in forensics and was captain of the Illinois debating team during his junior and senior years.

In 1931-32, he was a member of the Columbia University group named to conduct a survey of the city schools of Chicago.

For several years following the close of his university career he was a teacher, a principal and school superintendent in Texas cities, serving at Lubbock since 1934.

During recent Summer Sessions, Doctor Oberholtzer has taught at Texas Technological College. He has served as chairman of a curriculum committee for the state of Texas, as President of the West Texas Teachers' Association and as a district chairman of the Texas Curriculum Committee.

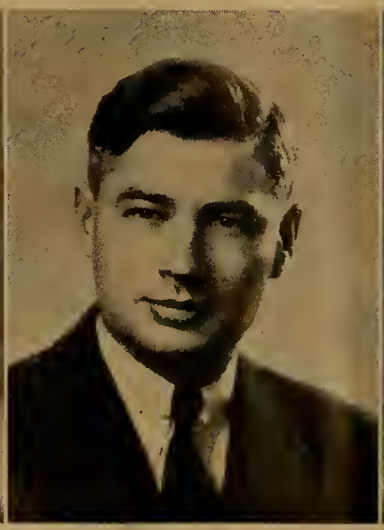
The new Long Beach School head is a son of Doctor E. E. Oberholtzer, nationally famous educator, who is now superintendent of schools at Houston, and who was formerly president of the Superintendents' Section of the N. E. A.

Fresno

The large and important school system of Fresno opens the year with a new superintendent who is far from being a newcomer to the schools which he now heads. Superintendent Homer C. Wilson has served as principal in the Fresno elementary and high schools for twenty-two years. He is a product of California elementary and high schools and colleges, with a dash of training at the University of Michigan and experience as an engineer in South Africa for variety. Wide travel over a large portion of the globe has rounded out the training of the schools.

Roy E. Simpson

Allen Keim



Kenneth E. Oberholtzer

Homer C. Wilson

It is appropriate that the head of the schools of a region known all over the world for its agricultural wealth (and its agricultural problems) should be himself born and reared on a farm. The homely good sense of a farm bred philosophy of life speaks in the statements we have of Mr. Wilson's philosophy of education. He believes that:

"The pupil is more important than the subject or than formal rules. That the welfare of the pupil should be given first consideration in the organization of our schools. At the same time, and equally important, is the welfare of the teacher. That all the teachers should share in the making of school policies.

"During recent years the educational scene has been befogged by the extravagance of curriculum extremists. . . . But my humble opinion is that sound education is headed somewhere between the direction advocated by either the extreme reactionist or by the extreme progressive."

Mr. Wilson succeeds O. S. Hubbard, and falls heir to the splendid new administrative building constructed under the superintendency of his predecessor.

Santa Cruz

Roy E. Simpson, chosen from a field of sixty applicants, was elected superintendent of the Santa Cruz city schools. He comes to this system from Gilroy, where he has been head of the elementary and high schools for four years. He succeeds C. Ray Holbrook who recently resigned from the Santa Cruz superintendency.

Mr. Simpson is a native son, whose undergraduate work was done at the University of California, capped with a M.A. from Claremont.

His administrative experience includes the principalship of the Anderson Union High School and of the Emerson Junior High School, Pomona. He has borne a considerable burden of responsibility in curriculum committees, notably in the work of preparing the "Teachers' Guide for Early Adolescents" and in the "Study of the Core Curriculum" undertaken by the Secondary School Administrators. He has served as secretary or as president in various school organizations, the Alpha Omicrom, regional Secondary School Administrators, Santa Clara Schoolmasters' Club and Elementary Principals' Club.

Albany

Allen Keim, elected in July to head the Albany city schools, comes to his new desk after eight years as principal of the Marin School in the same system. Another native son, whose A.B. and A.M. degrees represent his training in the Santa Barbara State College, Pomona College, and the University of California. A total of twelve years administrative experience prepares Mr. Keim for his responsibilities as superintendent. He succeeds John Franklin West, who has retired from active service.

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 Crocker Building, Garfield 1346
Residence: 450 17th Avenue, Evergreen 1560
San Francisco, Calif.

WESTERN SCHOOL NEWS

Charles R. Crooke was elected president of the Santa Clara County Board of Education this year. He has been a member for twelve years.

Mr. Crooke, who is a native of Indiana and attended the state normal schools of Terre Haute and Muncie, served as district superintendent of the Willow Glen schools for ten years. During that period the schools increased in enrollment from 350 to over a thousand students, and Mr. Crooke supervised the building of two new modern buildings. His teaching experience includes class teaching in the Indiana high school at Newberry, Indiana, and a vice-principalship of the New Castle junior and senior high schools in New Castle, Indiana.

Mr. Crooke resigned from Willow Glen to attend Stanford University, where he secured his Master's degree. He had received his A.B. degree some years before at the San Jose State College. Last fall he was appointed to the principalship of the Mountain View Union High School. This is one of the most attractive high schools on the peninsula and is growing very rapidly. The average daily attendance has increased twenty per cent in the last five years. It is interesting to note that thirteen per cent of that growth took place in the year just closing. Many alterations to the building and gymnasium have been made this year to take care of the increased attendance. Mr. Crooke served last year as district governor of the California-Nevada district of Kiwanis International.

Mrs. Sue L. Fratis passed away July sixth. This is the formal notice that we read, and with its reading came the shock of the loss of a friend. We knew her not at all intimately, yet there it was, the sense of a friend gone on.

At the time of her death she had been for several years principal of the Fruitvale School. For more than ten years she was a director in the Oakland Public Schools beginning that work as director of War work in 1918 and later as director of arithmetic and junior high school mathmatics.

Mrs. Fratis was a Californian, born in Ione. She was a graduate of the San Jose State Normal with additional work at the University of California and Stanford. She entered the Oakland School Department in 1913.

All who came in touch with her from coworker to casual acquaintance felt her warm sympathy. Little children were the better for having been within the circle of her guidance and that is the ultimate contribution that a teacher can make.

Quality
SALTED AND UNSALTED NUTS
for Less
Special Prices to P.T.A. and School Gatherings
Buddy Squirrel's Nut Shop
791 Market Street
(Next to California Theater)

"Plans for buildings of the San Francisco Junior College," stated President A. J. Cloud, "will probably be submitted for bids within a few weeks, and thereafter construction will proceed with all the speed possible without danger of faults." This is welcome comment on the present status of the building program for the college.

It is reported that a complete plot plan has been favorably received by Superintendent Nourse and the Board of Education. The new specifications, however, call for more ground area than was originally included in the building plans. C. Harold Caulfield, President of the Board of Education, is making the necessary arrangements to secure the additional acreage from the Park and Recreation Commissions.

The present plan includes a three-story central building of reinforced concrete, special rooms for meetings of clubs, adequate auditorium space, science laboratories with modern equipment, excellent facilities for physical education—even a swimming pool is promised. Is it any wonder that the students are impatiently awaiting this addition to our school system?

Moreover, the pressing need for speed in the actual construction of the college is emphasized by the large fall enrollment. Approximately 1700 students now wander far and wide to attend a "homeless college," but we all hope that through the splendid efforts of our leading educators and civic leaders, this situation will soon be remedied.

ANOTHER SAN FRANCISCO PREMIERE

When Walter Huston appears in "The Miles of Heaven," David Hertz's new play at the Curran, San Francisco audiences will have an opportunity to witness the noted star in one of the most important productions of the year, before it is taken to New York for a Broadway opening this fall. The play will come to San Francisco from a tryout at the Lobero Theatre in Santa Barbara. The story is based on the life of William Herschel, noted 17th century astronomer.

Nan Sunderland (Mrs. Walter Huston), who appeared with her noted husband in "Dodsworth," will again enact an important role in "The Miles of Heaven," along with the celebrated actress Barbara O'Neil.

Staging of the production is under the direct supervision of Arthur J. Beckhard, who gave New York some of its biggest hits, including "Another Language," "Spring in Autumn" and "Carrie Nation."

Seats for the coming engagement which begins September 13 go on sale at the Curran box office Tuesday, September 7th. Mail orders are given prompt attention.

ST. GERMAIN RESTAURANT
60 Ellis Street, San Francisco
Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.
Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00
Phone: SUtter 2980

BOOK REVIEWS

ACROSS SEVEN SEAS TO SEVEN CONTINENTS, by Alison E. Aitchison and Marguerite Uttley. Bobbs-Merrill. Price, 84 cents. Profusely illustrated by photographs. For third and fourth grades.

An introductory volume of Bobbs-Merrill Geography Series which is planned to cover all the continents. The series aims to develop an understanding of and a sympathy for all other peoples of the world and should help in the child's preparation for true world citizenship.

NORTH AMERICA BY PLANE AND TRAIN, by A. E. Aitchison and M. Uttley. Bobbs-Merrill. Price, 96 cents. Many interesting photographic illustrations. For elementary grades.

This volume does not attempt to cover every section of North America. The authors have selected specific areas, each representative of a major geographical region. Self checking tests are given at the end of each chapter. Emphasis is placed on the importance of our natural environment as the basis of our material prosperity.

ASIA, THE GREAT CONTINENT, by Katheryne Thomas Whittemore, Bobbs-Merrill. Price, 96 cents. Illustrated by photographs.

Interesting geographic reader which should help the child gain a conception of the continent of Asia. Suggestions for reading, lists for note books, self checking tests at the end of each chapter.

MODERN SCHOOL ARITHMETIC, by Clark, Otis, and Hatton. Edited by Schorling. World Book Co. For fifth grade, 72 cents. For sixth grade, 72 cents.

Child interests, experiences and needs have been the basis for the selection of the entire content of this series. Outstanding features are: finely graded steps in presentation of new material; varied, clever, and abundant drill devices; diagnostic and progress tests; many attractive colored illustrations.

MATHEMATICS IN LIFE. World Book Co. Price, $1.40. By Raleigh Schorling and John R. Clark.

This book contains materials and exemplifies techniques suited to teaching the fundamental ideas of mathematics to slow learning students in high school. The textbook is organized on a unit basis. Through devices offered for each unit, the pupil's comprehension of the basic ideas can be tested. His progress towards obtaining the objectives of each unit can also be shown.

THE WEST IN AMERICAN HISTORY, by Dan Elbert Clark, Professor of History, University of Oregon. Thomas Y. Crowell Co. Price, $3.50. 14 maps, 694 pages. In brief, "a satisfactory book by a competent author."

Part I is devoted to a survey of the activities of the Spanish, French and English in the American West; Part II traces the development of the Middle West; Part III describes the colorful history of the Far West. Useful biographical notes offer an authoritative reference list for further reading. This book should be of great value and interest to the students of American history.

THE LITERATURE OF ENGLAND, by Amanda M. Ellis. Little, Brown and Co. Price, $1.60. Many illustrations.

An interesting presentation of representative writers and their books for high school students or college freshmen. Arrangement of material by centuries; a chronological grouping of writers by types of work.

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the only state-wide professional society which unites teachers of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the proper development of California's most prized product—her children. It provides the surest way for teachers and friends of education to exert influence on school problems. Every State has such an association.

Foremost in the Association program over many years has been the insistence upon professional interests and activities. State-wide committees and conferences of the Association, working with Section leaders, have co-operated in every major educational advance and progressive front.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This insures high standards of service to school children and good living conditions for teachers.

California has a strong, workable tenure law, a law for which this Association is directly responsible. The Association advocates improved professional ethics and standards.

Through the Association, rural supervision has been established and retained.

California Teachers Association inaugurated the laws by which teachers are entitled to receive salaries during illness and retirement salaries upon completion of service.

At each successive Legislature, the Association has fostered good school laws. A great service of the Association has been the defeat of bad legislative proposals.

a. California Teachers Association has fought successfully for the retention of free adult courses.

b. The Association has defeated persistent efforts to deprive school boards of their right to fix and administer school budgets.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and state-wide newspaper publicity.

Through its Placement Service, with offices in Los Angeles and Berkeley, the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued many statements and bulletins on major educational problems.

The Legal Department provides Association members with authoritative opinions on matters of school law.

Every teacher in this State should belong to California Teachers Association. Join now!

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
307 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

PUBLIC LIBRARY
PERIODICAL DEPT.

The Western Journal of Education.

Founded in 1895 by Harr Wagner

In This Issue:

Jottings of a Traveling Bookman. W. M. Culp - - - 3
How Good Is Our Teacher Training System? - - - 7
Palo Alto Faces The Frontier - - - - - - - - 8
Text Books And The New Curricula - - - - - - 9
A General Science Unit. Marie Francis Green - - - 10
Library News Department. Mabel R. Gillis - - - - 12
Western School News - - - - - - - - - - - - 14
Elementary Principals Meet. Sarah L. Young - - - 15
Book Reviews - - - - - - - - - - - - - - - 16

October, 1937

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the state-wide professional body which unites teachers, of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the securing of adequate financial support and favorable laws for California's Public Schools. Committees and conferences of the Association, working with State and local leaders, have aided in the success of every major educational advance.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and State-wide newspaper publicity.

Through its Placement Service the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued studies and bulletins on major educational problems.

The Legal Department has provided Association members with authoritative opinions on matters of school law.

Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education may become a member of the Association. Annual dues are $3; life membership is $75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

The activities of the State Association are authorized by the California Council of Education, a body of representatives elected by the Councils of each Section. The State Council annually elects a Board of nine Directors.

State headquarters are located in San Francisco, 155 Sansome Street.

Departments of Classroom Teachers organized in five Sections under authorization of the Council of Education, regularly study classroom problems.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

NEW GREGG BOOKS

PUBLISHED SINCE JANUARY, 1937

Bookkeeping and Accounting Practice, Part II—Accounting. Lenert and McNamara $1.50

Business Mathematics — Exercises, Problems, and Tests, College Edition. Rosenberg 1.00

Economics—Basic Principles and Problems. Michels 1.60

Progressive Business Law with Graded and Classified Cases and Modern Tests. Filfus and Kasden 1.20

French Commercial Correspondence and Readings. Fish and Snow 1.20

Business Offices—Opportunities and Methods of Operation. Harris 2.00

Collegiate Secretarial Training. Haynes, Graham, and Moses 1.20

Printing in the Americas. Oswald 7.50

Teacher's Handbook for Direct-Method Materials. Brewington net .25

Gregg Dictation and Transcription. Renshaw and Leslie 1.50

Functional Method Dictation. Leslie 1.50

The Law Stenographer. Baten, Kelley, and Weaver 1.40

Stenographer's Transcription Reference. Hobson ..... .60

Ten Years of Shorthand References, Classified, 1927-1937. Rowe ..... .24

Gregg Typing, Second Edition. Sorelle, Smith, Foster, and Blanchard.

Book I 1.32

Book II 1.32

Complete 1.60

Basic Typing. Eisenhart 1.20

Typewriting for Personal Use. Blackstone and Yerian 1.32

Write our nearest office for further information

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

Vol. XLIII, No. 7 San Francisco, October, 1937 Price 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Charles D. Jones, District Superintendent of the Baldwin Park Public Schools, California, during the past three years in his present position has been in charge of a growing school system. Baldwin Park is in that favored area of Los Angeles County some 15 miles east of the city, founded upon land that formerly was of the E. J. (Lucky) Baldwin's estate. Pleasant home sites and small agricultural plots have attracted new settlers in great numbers. When Mr. Jones came to Baldwin Park the enrollment was 853, while of this last September it had risen to 1100, an increase of 247 children in two years.

In order to keep up with such an increase, renovation and enlargement of the district's two schools, the Central School and the Margaret Heath School, have been the problems of the trustees and Superintendent Jones. Plans at the present moment contemplate the construction of the first unit of a new elementary school building upon the District's five acre plot in the West end of the district.

The completion of the Central School Auditorium this past spring was the greatest improvement of the past three years. This auditorium is a $65,000 project built with P. W. A. aid. It is a reinforced concrete structure whose lines suggest the architecture of ancient Egypt. The entrance to the auditorium gives the impression of the massiveness of ancient temples, an effect due to the use of paneled concrete walls.

The auditorium is 200 by 100 feet in dimension. It has a well sloped floor running down to the orchestra pit and large stage. Its capacity is 750 upon the main floor and balcony. The floor is of concrete with aisles of asphalt tile. The roof is upheld by four bridge-type ceiling girders. Acoustic plaster has been used upon the walls and back of the auditorium. Decorations are of a pleasing appearance. The ceiling has been colored sky blue and mauve. Mauve has been the motive of the side walls, and the windows have been covered with light brown drapes. Samuel E. Lunden of Los Angeles was the architect of the structure.

Lesser improvements of the past year have included at the Central School the enlargement of the superintendent's office and the library, the making of a new Clinic and Nurse's quarters, the addition of a new classroom, and general repairs and painting throughout the building. This painting and general repairs have been carried on also at the Margaret Heath School, where also a new classroom was built and an addition made to the school garage. One of the improvements that Mr. Jones has been stressing is that of the lighting of the classrooms. He has been experimenting with the use of different colors in the rooms and with the arrangement of artificial illumination. The purchase of a new transit type-55 passenger bus to care for increased transportation demands has been another improvement of the past summer..

The appointment this past summer of Mr. D. Lloyd Nelson as District Superintendent of the Temple School District, Los Angeles County, California, was the recognition of the ability of one of Southern California's most promising young educators. Mr. Nelson is one of the co-authors of the elementary history, "Yesterday the Foundation of Today" by Aker, Nelson, Aker, recently adopted by the State of California for the sixth

Central School Auditorium, Baldwin Park, Calif. Charles D. Jones, District Superintendent

grade. He is a graduate of the Abilene Christian College, Abilene, Texas, with the degree of A. B. in 1929. Later in the same year he received his M. A. at Stanford University, where he specialized in history and education.

The Temple School District is among one of the oldest school districts in California. It was organized in 1868. It is located some dozen miles west of Los Angeles city in a fertile agricultural region. It is also fortunate to be in an oil producing area. In a district of around 15 square miles, 1500 people live and contribute 350 children to the Temple school. The Temple school plant previous to the earthquake of several years ago was one of the show places among the rural schools of Los Angeles county. Is is now in the course of reconstruction upon the unit basis and upon the completion of this program it will have one of the finest elementary set-ups in Southern California. The plan calls for seven units including one administration and departmental building, one primary building, one intermediate grade building, one kindergarten unit, one cafeteria building, one manual training and domestic science unit, and an auditorium. At present the administration and departmental building is under construction at a cost of $35,000 with W. P. A. aid. School moneys used have been raised out of regular taxation. To complete the program a bond issue is contemplated in the near future. The district is fortunate in having no honded indebtedness at the present moment.

Mr. Nelson came to his present position from the Arcadia, California, school system. There, in the First Avenue school, he was teacher of social studies for four years, vice-principal for one year and principal for the past three years.

OF THE HOOSIER schoolmasters scattered over the United States in positions high and low, there is perhaps none who has had a more interesting position or has done a more vital piece of work than George W. Scott, District Superintendent of the Blythe public schools, Blythe, California. Here on the rim of the Colorado desert, on the edge of the Colorado river, he has been head man for 19 years. Come flood, come drought, come depression, Mr. Scott has carried on.

Blythe used to be cut off from the general travel of the public, but since the completion of the paved road from Indio across the desert along the route of the 240 mile Los Angeles Aqueduct, it has become a port of entry to California. Now a heavy stream of travel passes through its streets. Driving east from Indio one rides over desert lands until one reaches the hills that drop down into the Colorado Valley. At Blythe, the valley stretches out into a long ribbon of green trees and fields. Cotton, corn, and alfalfa fields give freshness to the landscape. Cottonwoods and willows range along the muddy banks of the red Colorado.

Mr. Scott has a system comprising one high school, three elementary schools, and one primary school. Eleven hundred pupils are enrolled. Twelve busses cover a territory that ranges 22 miles south of Blythe to 23 miles north of Blythe.

The life of the Colorado desert is one of contrasts. October first, Mr. Scott has in the early morning a fire in the fireplace of his California type bungalow. At noon he turns on the air-cooling system. Then if he wants some fresh dates he goes out into his front yard and picks them sugar sweet off the date palms which are loaded, up to 500 pounds, with golden fruit. Such is the life of a Hoosier schoolmaster, 1937.

HAROLD W. COOK, District Superintendent of the Upland grammar schools, Uplands, California, is in the midst of a bond campaign for $175,000 that will be voted on in October. The money is to be used if the issue carries, for the replacement of the Fannie D. Noe elementary school, an old outmoded brick building, which does not come up to the earthquake standards required of present California school structures. The expression of all groups in the community so far has been in favor of the bond issue.

C. ADDISON VAN LOENEN, Principal of the elementary school, Laguna Beach, California, this year is president of the Orange County Elementary Education Association. Mr. Loenen is in his tenth year of work at Laguna Beach. He is in his third year in the new elementary building, an attractive structure of 13 classrooms, a suite of offices, and a combination auditorium-cafeteria with a capacity of 250. The arrangement of two classrooms with a workroom between them for the activity work of each class is an unusual kind of provision for the solution of space for class activities.

Laguna Beach is the foremost art center in Southern California. Consequently, Mr. Loenen emphasizes this phase in his school work. A continuous exhibit of local artists' works is held in the corridors of the school. The local artists have been very cooperative. As soon as one exhibit is over another artist lends his pictures for exhibit. In addition to the current exhibits Karl Yens has loaned some 37 of his finest paintings, while on absence on a trip to Europe. The pupils have thus a fortune in art before them for inspiration, and in appreciation they try to purchase a painting each year out of moneys raised through a school operetta. Laguna artists have been giving aid to this desire to own good paintings by selling pieces at a portion of their real worth.

THE EL MONTE Grammar Schools, El Monte, California, with District Superintendent Frank M. Wright in charge continues to be one of the fastest growing systems in Southern California. On the first day this year 231 more pupils were enrolled than last year. The El Monte enrollment is up 2176. Plans have been practically completed for the start of the construction of two new schools of primary-intermediate grades for the north end of the district (the Hallwood School) and for the south end of the district (the Potrero School). Both of these buildings are to be of identical design. The plans call for 16 classrooms, offices, accommodation rooms, and a combination cafeteria-auditorium. The buildings are to be of reinforced concrete and one story in height. Worswick and Culver of Los Angeles are the architects.

Moneys for the new schools are coming from a bond ssue of $100,000 passed by a 713 to 44 vote and a P. W. A. grant of $91,665. To this is added some $12,000 of local tax moneys. An additional $19,000 worth of W. P. A. work is included in the project for improvement of the grounds, fencing, putting in curbs, sewer lines, etc.. Both units are planned for completion in the spring.

FRANK A. HENDERSON, Superintendent of Schools, Santa Ana, California, opened his schools this year with a 6 per cent increase. Enrollment for the city is up to 6600, with 750 of this number now in the Santa Ana Junior College. The system started the year with 23 new teachers, nine of them being in the high school. The first meeting of the teachers of the city was of more than ordinary importance as it was addressed by Walter F. Dexter, Superintendent of Public Instruction for the State of California. This meeting was held in the beautiful patio of the new Santa Ana High School just completed this summer. The razing of the old high school and the building of the new high school have been the work of the past year. Superintendent Henderson and his city believe they have one of the finest high school plants now in the country. The Santa Ana High School is under the principalship of Lynn Crawford.

THE ARTESIA grammar school under District Superintendent Glenn A. Riddlebarger is having a new outside auditorium of Grecian style that will seat 800. This is a $30,000 W. P. A. project. Wooden seats will be placed in the Greek theatre and the music department of the school in all of its phases is contemplating much use of the new facilities. Throughout the school year at Artesia there are very few days that this outside auditorium can not be used for classes or assemblies. A loud speaker system is to be added to the equipment of the school so that students can train for public speaking or gain experience in amateur broadcasting.

MARK R. JACOBS, Superintendent of Schools at Montebello, California, and his Board of Education are now considering the construction of three new junior high schools instead of the two

contemplated before. This change of plan has been occasioned by the great increase in the school enrollment and by the fact that the Federal Government has given a grant of $298,000 to go with the recently passed bond issue of $295,000.

John Love, promoted to the principalship of the Montebello High School from the position of vice-principal, has been in the Montebello system since 1920 when he accepted a position as teacher of chemistry and mathematics. He has been vice-principal since 1926.

Harry A. Lintz, District Superintendent of the Lynwood grammar schools, Lynwood, California, is in his second year in his present position. Mr. Lintz came to Lynwood after ten successful years at Carpinteria, Santa Barbara County. Previous to that he taught at Fullerton for two years. Mr. Lintz is a graduate of West Point in the class of 1921. He has a commission in the Reserve. His education was mostly received at the University of Wisconsin. Lynwood was one of the California districts severely hit by the earthquake of some years ago. The problems of the past years have been the rebuilding and renovation of the city's school buildings. Four have been built out of a $263,000 bond issue. These buildings are modernistic in type, constructed of wood and stucco. Some 1500 pupils are in the system, an increase of 1,000 per cent since 1921.

Superintendent A. J. Cartwright of the San Leandro elementary schools, San Leandro, California, has secured the services of Martin P. Gunderson for the position of elementary supervisor for the present school year. Mr. Gunderson has had years of experience in the North Dakota schools. He is a graduate of the State Teachers College at Valley City, North Dakota. He was superintendent of schools of the Gackle Township Consolidated Schools for eight years and was at Golden Valley for five years. This past year he attended the University of California at Berkeley and received his M. A. in education. He is continuing his work at the University of California toward a Doctor's Degree in Education.

Guy E. Brown, District Superintendent of the Livermore grammar schools, Livermore, California, is watching the completion of a $55,000 W. P. A. and District improvement project. The work has included strengthening the Livermore grammar school building with 30 tons of steel. Only four classes were housed away from the main building while the work was carried on this past year. In addition to strengthening the school's auditorium, the renovation included the use of Celotex for improving the acoustics. The walls and ceiling were also redecorated.

Pleasanton, California, one of the most beautiful sections of famed Alameda County, is the site of one of the Hearst estates, where Mrs. Phoebe Hearst, mother of the publisher William Randolph Hearst, resided before her death. Here on rolling hills are famous vineyards of wine grapes, and in the lowlands, dairying, and land given to the cultivation of tomatoes and alfalfa. V. Bernard Johnson, District Superintendent of schools, has a rural school modern in its educational approach. This year with 255 pupils enrolled, there has been an increase of 30 children over last year. Mr. Johnson together with A. B. Morris of Castro Valley were two of the Alameda County educators, who accompanied the San Francisco Bay area Boy Scouts on their trip to the Scout Jamboree at Washington, D. C., this past summer.

The grounds of the Castro Valley school under District Superintendent A. B. Morris have been tremendously improved this past summer through the labor of W. P. A. workers. The whole school acreage has been fenced. The front of the building has been landscaped and concrete walks have been laid, so that the school fronting the national Lincoln highway has a most attractive appearance.

Jerome O. Cross, Superintendent of the Santa Rosa schools, Santa Rosa, California, is being congratulated upon the general educational exhibit of the Santa Rosa city schools held at the California State Fair at Sacramento this past summer. It was considered one of the best, if not the best, general educational exhibit upon display. The Santa Rosa public schools took five out of twelve special awards.

Paso Robles, California, the top of the dial on the coast route from San Francisco to Los Angeles, is famous for its hot springs, its fine ozone-filled dry air, its almond orchards, and because it is the California residence of the world-famed pianist Paderewski. C. C. Carpenter is Superintendent of Schools in the more than delightful community. A senior high school, a junior high school, and an elementary school comprise the set-up. This past year five more acres have been acquired for the high school grounds. At present this acreage is being used for playgrounds, but eventually it will house another building. A new athletic field has been built at the high school. This necessitated the erection of a large retaining wall, the grading of the grounds, the putting in of a turfed football and baseball field, and the making of a new track. Each of the system's school buildings has been entirely renovated this past summer. All this work was the result of a W. P. A. appropriation.

Escondido, California, is noted as being one of the finest citrus sections in the State. It has of recent years seen more plantings of orange and lemon trees than any other area of California. C. Delmar Gray, District Superintendent of the Escondido grammar schools, had the pleasure recently of seeing a $130,000 bond issue for the replacement of the main grammar school pass by a vote of three to one. This amount, together with $18,700 in cash raised by the building tax, and a $15,000 P. W. A. grant is expected almost to complete the building program. This program plans for the erection of two classroom units of nine rooms each. These buildings will be of frame-stucco and will be built on either side of a court. An auditorium-cafeteria building, part of a Home Economics unit, is to be constructed immediately. This unit will seat 500 pupils in assembly and have a capacity for 300 for cafeteria service. Portable chairs and tables will be used for equipment. The rear of this building will be used for the kitchen and the domestic science classes. Contracts are to be let in October for immediate construction of one nine room unit and the cafeteria-auditorium building.

Sebastopol, California, was one of the first settled regions of California. It is now noted for its apple orchards and the beauties of its surrounding summer resorts. George L. Locey has been head of the grammar school for more than the past decade. This last year saw the completion of the fine new $87,000 Sebastopol Union School building. This building fronts the east from the lower of three terraced elevations of the school grounds. It is a one-story stucco structure, set-off by a large lawn and landscaped grounds, on the lawn is a large sun-dial, fashioned with the pointer through the center of a huge concrete globe upon which the continents are shown in different colored cements. The building comprises 11 classrooms, a suite of offices, a library room of excellent design, a cafeteria and the usual lavatory equipment. Battleship linoleum is used throughout the building, all furniture is new, and Venetian blinds are at all the windows. The school handles 430 pupils with 14 teachers in charge.

The work being done at Sausalito, California, by A. W. Ray, Superintendent of Schools, in regard to ascertaining facts as to the scientific lighting of the classroom, is something of unusual importance to educators and architects throughout the country. Mr. Ray is working in collaboration with Stanford University and with various light fixture companies and electric companies including the General Electric Company. A visitor to the school is tremendously impressed by the difference between the old classrooms and the new ones decorated in shades conducive to the lessening of eye-strain. The lighting fixtures aim to give the same degree of light to each pupil in the room, so that he or she can work at maximum efficiency with no eye strain. The fact that architects know little about correct lighting has caused and

is still the cause of tremendous costs in eye troubles to the nation. Mr. Ray's work will do much to correct the errors of the past in the lighting of classrooms. The cost of proper equipment, however is about 15 times the present expenditure for that purpose.

EDWIN KENT, Superintendent of Schools, Sonoma County, California, has been developing a program of speech activities that is resulting in gratifying progress. Under the general direction of Miss Estelle Unger, Director of Rural Education for the county schools, the program has been developed. The first approach was in cooperation with the Santa Rosa city schools under Superintendent Jerome O. Cross and resulted in securing the services of Dr. Sarah T. Barrows of the University of California Extension Division to devote half her time to rural work and half to the city schools. Dr. Barrows' work has been threefold in its attack including; (1) a health survey of each child (2) a diagnosis of speech defects and (3) an analysis of reading deficiencies. Clinics have been set up in five rural schools. The attempt has been to train the teachers to aid in the correction of minor defects and to carry on the general speech improvement program.

This year has seen a new Art Course of Study put into the hands of the teachers of Sonoma County. It was made up under the direction of Harold Gregg, Supervisor of Art for the county schools. The foreword by Superintendent Kent suggests that the new course was prepared to show the joy and satisfaction that might come from directing children's creativeness. The course includes a year's program with suggestions and explanation of techniques Mr. Gregg is this year attending Boston University for the purpose of taking advanced courses in art.

MR. JAMES M. SEXTON this last school year was made deputy superintendent of schools of the Ventura city elementary system. Mr. Sexton is a graduate of Warrensburg Teachers College, Warrensburg, Missouri, and most of his work has been in Missouri state schools. He has been superintendent of the Sugar Creek, Mo. schools and before he came to California he was Athletic Director at the North East High School, Kansas City, Mo. Upon coming to Los Angeles Mr. Sexton attended the University of Southern California and has his A.B. and M.A. degrees from that institution. Last year he was principal of the Long Beach Polytechnic Evening High School, a position he left to accept the Ventura superintendency.

THE TAFT grammar schools during the past sixteen years under the guidance of Superintendent James A. Joyce have developed into one of the most complete systems in the country in their care for the mental, physical, and moral well-being of the pupils that come under their influence. This statement covers a lot of territory, but it can be proved. Taft is a school system drawing monies from oil properties. Consequently, it has had money to do things with. Mr. Joyce has made much of his opportunity.

Taft is located in the arid region of the southern portion of San Joaquin County. It is a dry, desolate area. But schools have been built of concrete that are large and airy with cooling outside pillared corridors. The school grounds have been beautifully gardened and planted to grass and trees and shrubs. The lawns are well cared for and the many oleander trees of different hues set out the different greens of grass, umbrella trees, cottonwoods, sycamore and fan palms. Care and water have given the plantings tremendous growth in a comparatively short time in the hot, dry air.

This last spring a new domestic arts and music building was completed at a cost of $75,000 and this summer a $90,000 swimming pool was finished. It contains the first public school hydrotherapy unit in the United States.

In the domestic art and music building are included rooms for both music and the dramatic arts. The music rooms are made sound proof and a little theatre is available for the dramatic classes and for small assemblies. In the domestic art section of this unit are rooms provided for home nursing, sewing and cooking. The cooking room contains six separate kitchenettes for four persons. Gas is used for cooking in these kitchenettes. Besides these smaller cooking units is a large kitchen for a cafeteria which has a capacity of 700. In addition, in this building is a reception room for parents and a model laundry, a model kitchen, and a model dining room, which can be used for large parties or class receptions.

Taft was one of the first schools in California to start eight years ago an all year recreation program. Two physical education directors and a nurse are on full time the entire year. Swimming is a part of the physical education program from the fifth grade up. The health department of the school keeps a complete record of each child's physical make-up and growth. Any corrective work that the parent can not afford to pay for the school does free of cost. The health department and the regular classroom teachers correlate their work with each pupil most carefully. Records of both sections are available to both sets of instructors.

The school psychologist keeps track of mental variations. Those pupils below normal are cared for in special classes. The more apt are given opportunity to work up to their abilities. The fine arts and the manual arts are stressed. Taft is one of the state school systems that comes away from the State Fair with a great number of ribbons and prizes.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town
Shopping District, San Francisco

Chinatown and Famous Restaurants
Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station
and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	$2.00 and $2.50 per day

A Hotel of Friendly Personal Service
of Continental Flavor

250 ROOMS

Management SAM D. ADKISSON

THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER PUBLISHING COMPANY—*Owners*

MORRIS WAGNER, *President*

IRMAGARDE RICHARDS, *Editor* MARGARET MOWRY, *Assistant Editor*

Publishes the official news and articles furnished by the Superintendent and other members of the State Department of Education.

News and articles of interest to school administrators, trustees, and teachers.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

HOW GOOD IS OUR TEACHER TRAINING SYSTEM?

Or *is* it a system? "THE TASK OF PREPARING TEACHERS IS JUST NOW IN A CONFUSED STATE." System and confusion are antonyms. So perhaps our title is mis-chosen.

The quotation it taken from a report written by Dr. J. B. Sears, Professor of Education at Stanford. It is entitled "A Proposal for a Comprehensive Study of Teacher Education in the United States." It was prepared at the request of the American Council on Education.

Earlier investigations and the recent "National Survey of Education of Teachers" have amassed a body of data on the subject of teacher training. Emerging from this accumulation of facts there are a number of definite problems that must be faced in some orderly manner if the teachers of the future are to be trained adequately for their responsibilities.

What Should We Do About It?

Who is to be responsible for such a program? The National Council on Education has taken the initiative in an effort to concentrate the interest and support of educators for the project. The next step must be a plan to secure funds to finance the program.

There are several sources for funds available to such programs—notably the General Education Board, which is the trustee of a Rockefeller endowment. Dr. Sears has prepared his statement regarding the proposal of the American Council with a view to presenting it before such a board, as a program in which their funds would make an immensely useful and fundamental contribution to our national needs in education.

A Plan Proposed

Dr. Sears' report is an illuminating picture of the confusion and the inadequacy of our national "system" of teacher training.

But out of this confusion he has organized a statement of the most definitely emergent needs, and a plan to deal intelligently with those needs, through experiment and demonstration.

"Some Present Deficiencies and Problems in Teacher Education"

Under this heading Dr. Sears has listed:

"a. The objectives of teacher education need a thorough revision and restatement.

b. Prospective teachers possess a very inadequate understanding of child nature and its implications for teaching.

c. Means of attracting and selecting better students in the institutions for the education of teachers should be developed.

d. Members of the staff in teacher education institutions often lack in essential preparation for their work and in an understanding of education itself.

e. Teachers, especially secondary school teachers, often lack adequate preparation in the subjects they teach.

f. Too many teachers enter service with no adequate preparation through practice teaching.

g. Teachers are inadequately prepared for creative activities in the conduct of their work.

h. Teachers lack understanding of other educational agencies in the community with which they should cooperate.

i. Teacher education institutions lack contact with the social and educational problems of the schools within their region.

j. In-service training programs for teachers are entirely inadequate and should be greatly extended and improved.

k. Competition among institutions for student enrollment constitutes a menace to the integrity of professional education for teachers.

l. The present system of teacher certification is very unsatisfactory and should be changed.

m. The financial support of institutions for the education of teachers is entirely too low; it should be placed on a basis consistent with its importance.

Obviously the foregoing list of deficiencies in teacher education is not offered as more than a wide sample from various parts of the field."

"Projects for Experiment And Demonstration"

Under this heading Dr. Sears presents a tentative program to deal with the problems listed above. It is impossible to review in brief a piece of writing so closely organized and already so condensed. We understand that the report is available to educators who are interested through the Stanford Department of Education. A study of its pages cannot fail to clarify our picture of the national needs of teacher training.

The Need of our Interest and Support

There is probably no one in California today, in active touch with our schools, who has not at some time grumbled about this subject of teacher training. The grumbles range all the way from a broad realization of fundamental inadequacies down to some irritated parent who may explode, *"How* did such and such a feather-brain ever get a certificate to teach?"

It is like the weather—with this difference—*we can do something about it.*

If the people directly interested in this matter—and who of us is not?—would take the trouble to write to Dr. Sears and express his or her conviction of the need of such a project—these letters would be "objective evidence," valuable support in obtaining funds to finance the program initiated by the National Council on Education.

The Western Journal of Education would welcome in its columns expressions of support or criticism of this program from the people most deeply concerned. Who are they? The staffs of teacher training institutions. Superintendents and school trustees who choose and employ teachers. Teachers themselves and those in training to teach. Parents who share with teachers the responsibility for their children's future. And we, the citizens of the United States, who pay the teachers' salaries and look to them to shape our new day whose destiny lies so largely in their hands!

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 Crocker Building, Garfield 1346
Residence: 450 17th Avenue, Evergreen 1560
San Francisco, Calif.

Street merchants in village of Cameroun

The Popular

ALLEN

GEOGRAPHICAL AND INDUSTRIAL STUDIES

Six books that vividly portray the life, customs, and occupations of the peoples of Europe, Asia, Africa, North America (with a separate treatment of the United States), and South America against their geographical environment.

Each book is well equipped with helpful teaching aids. There are Suggestions for Study, Topics for Reports, Geography Queries, History Questions, Problems in Arithmetic, English Exercises, review questions, and review problems.

For further information write to

GINN AND COMPANY
45 Second St., San Francisco

PALO ALTO FACES THE FRONTIER

With the passing of the actual frontier of America, that advancing line where law and order met the wilderness, it has become a favorite device to borrow the old term to describe new situations. It seems most often to be the only right term to use today in the field of education. For schools are facing conditions so new that every advancing step seems actually to push out the orderly lines of effort into a wilderness of unexplored demands.

One field that calls most loudly for attention is that still uncharted territory of unemployed time, whose most superficial aspects reveal it, in many communities, as a barbarous wilderness indeed. For leisure, the inevitable fruit of our brilliant advances in mechanized and power production of goods and services, is our heritage which has fallen suddenly into hands which are untrained to use its golden gifts, hands which too often turn its opportunities into channels that lead to social deterioration.

This is the frontier that Palo Alto, under the leadership of Superintendent J. R. Overturf, is facing today. The schools of Palo Alto have been recognized for the substantial contribution which, under the long superintendency of A. C. Barker, they made to the young life of the community. They taught the fundamental skills and the essential heritage of knowledge, and taught them well. On this secure foundation the schools of today are building a program that reaches more directly into the life of the community as a whole, and that faces toward a solution of the vital problem, how to use the increasing margin of leisure for personal and community enrichment.

The curriculum has been reorganized by the well directed work of committees which generously represent every branch of the teaching force. Its orientation is expressed best in the following words, taken from "The Palo Alto Curriculum Program for 1937-1938": "Unless a curriculum has become pretty thoroughly localized so that it takes much of its vitality from the surroundings in which it has developed, it lacks life and organic unity. * * * Unless the curriculum is a careful adaptation of conscious educational objectives to community educational problems, it will become in fact as ineffective as the usual new year's resolution and as quickly forgotten."

The two fields in which the new program offers departures of special value are music and dramatics. The teaching staff now includes four men whose full time is given to the work of organizing and training school bands and orchestras. The work of a full time supervisor of vocal music is supplemented by a number of trained musicians in individual schools. There is a full time supervisor of the dramatic arts.

In establishing this program and this staff to train school children for the enriching use of leisure, the Palo Alto schools have not overlooked the opportunities already existing within the community. Outstanding is the Community Center of which the city is justly proud. This is, in its physical aspects, a group of buildings, in a setting of natural beauty made more charming by all the arts of landscape skill. The buildings, in typical California style of open court, long cool corridors, and red tiled roofs, include a theatre adequate in equipment to professional demands and in capacity for large audiences. It includes a children's theatre, and, around these centers, all the necessary rooms and workshops.

It is in the children's theatre that the schools find the most efficient co-operation. Mrs. Robertson, the director of the children's theatre, was herself a teacher for ten years. Her work in the schools tended more and more toward the problems of the maladjusted child, and she found, more and more, that those problems found their best solution in the creative work of the drama. On this phase at last Mrs. Robertson concentrated her efforts, and Palo Alto is rarely fortunate in having such skilful and resourceful assistance to back up the program of her public and private schools.

Mrs. Robertson works directly with Miss Shields, the school supervisor of dramatics, and in the Community Children's Theatre is found ready cooperation for the problems of the atypical child. The very gifted child who needs work adequate to his capacity, and who may be starved for an enrichment his school work cannot adequately provide, the slow and backward child who needs special opportunity, the deaf child, the problem boy—all are gathered into the many sided activities of the Children's Theatre, under the wise cooperation of its director and the school staff.

To the discerning eye, the selection of the staff and the outlines of the curriculum are the most convincing evidences of Palo Alto's forward looking program. But to the eye of all who pass—even on the run—Palo Alto's new junior high school is "visual evidence" of the same program.

This splendid school was completed for occupancy upon the opening of the fall term. Architecturally it is an expression of the same siprit that is found in the school program. In materials, in lines, and in adornment, it makes use of every resource of modern science, so that it is truly an expression of our day in terms of timeless beauty.

The spirit of science speaks first of all in its very name, for it is dedicated to David Starr Jordan, and the memory of that great life will surely give a special character to the school which bears his name. The vestibule of the school is floored with linoleum. Prosaic? Practical of course but commonplace? Wait 'til you see it! For into this efficient modern flooring is inlaid, with the same materials, a design of splendid tropical fish, whose gay colors enliven the whole space of the room while they speak an eloquent tribute to the work of the great scientist who is perhaps best recognized for his achievements in the field of ichthyology.

Beauty and science join hands in every detail of the building. Why are the corridors such a heavenly blue? They quote you chapter and verse, curt scientific reasons—which do not in the least dampen your delight in the general effect!

What is the center, the heart, of the building? The library, of course. And very cleverly it is placed at the crossroads of traffic, so all roads, and all experiences, are routed conveniently through its quiet aisles and alcoves. A room adjoins it, dedicated to library instruction. So if you don't know

John C. Almack

J. R. Overturf

Glenn W. Goddard

the rules and signals, if you need maps and plans, here is the place you are looking for. A full time professionally trained librarian ensures you that your routing will be guided with expert skill.

Yes, there are, we suppose, classrooms. We can't be sure. We didn't notice them. We remember the laundry, the kitchen, the sewing room. We saw the Palo Alto mothers of tomorrow at work already, serious and engrossed, in their important jobs. We remember a model home, set up with modern equipment of moderate cost—kitchen, dining room, bedrooms and living room, planned for dad and mother and four children. *Was* this a school or a home of the community? We remember shops, for wood and metal work, for printing, for automobile repairs. All kinds of laboratories made a composite picture on our memory.

There were work rooms where forms of art and craft were taking expression. There was a theatre. There were music rooms—so cleverly built that one approached them in pleasant silence, to open the door on lusty hurricanes of melodious sound.

But where was the school?

There wasn't any school. Just a cross section of community life, where the young members of that life explored its possibilities and made their own contributions, in happy and orderly cooperation, to the community in which they are immersed.

Over this world, so full of tumultuous yet orderly young vitality, presides Principal Glenn W. Goddard, himself a realization, in personality and experience, of the Palo Alto program—rich personal participation in community life. Mr. Goddard served in the aviation corp of the army during the war, and still holds his place, by continued practice and service, in the reserve corps. Who so well as an airman could give life to a program that embodies the vitality of modern science in the service of community life? Who else so able to command the loyalty and admiration of young patriots?

As the new junior high school and its aviator principal stand typical of the Palo Alto program, so at the head of the Palo Alto Board of Education, Dr. John C. Almack stands as the representative of garnered wisdom, put loyally at the service of modern needs. Dr. Almack, loved and honored by a generation of Stanford students who were trained in the Stanford School of Education, brings to his duties as school trustee the fruits of his years of study and experiment in the field of education. His devotion, his cooperation, and his wise guidance, have strengthened the hands of Superintendent Overturf in his program for the schools of Palo Alto.

Happy the community which can command the services of three such men, who have clearly envisaged the needs of the new frontier and have courageously advanced to meet its demands!

TEXT BOOKS AND THE NEW CURRICULA

During the Education Conference at Stanford last summer many discussions centered around this question: do the present trends of curricula require new types of instructional materials, and if so, what should be the form of these newer materials?

Discussion of this question brought out some of the difficulties felt by the companies who publish text books. For, while other materials of course enter into the instructional program, the text book or other reference material is the storm center of the present class room situation.

Materials for Units

The unit type of instruction calls for an abundant source of objective data, easily available to children of different ages and reading ability. The data thus made available to children is organized and vitalized by some unifying theme that has grown naturally out of the interests of the class.

But the present most usual type of text book is organized around its own unifying theme. Materials are used both in amount and in treatment in such a way as to strengthen that theme and to preserve the balance of the book.

The teacher, needing material for her children who are working with the same theme but with perhaps an entirely different point of view in its organization, turns first of all for source material to the existing text books. Her need for data on any given theme may differ, in respect to treatment and in amount, from the treatment and amount chosen by the author of the book.

Apparently, then, the need exists for large amounts of purely objective data on a large range of topics. The range of topics would probably have to be determined on the basis of such curriculum studies as our own State Scope and Sequence Committee is evolving.

Reading Level of Materials

Another difficulty felt in the use of existing text books is that in carrying out such a program as is indicated in our scope and sequence studies, the same topic may be the center of interest for children in different grades and age levels. The text book, however, is written usually with a quite definite idea of grade placement. The problem, then, would seem to be the presentation of the objective data as defined above in a language and style suited to the comprehension of younger children but in scope and amount adequate to the needs of much older children. Or if this combination is impossible, the same topic might need to be dealt with more than once, at different grade levels.

Pamphlet the Answer?

How can this need be met, practically? The suggestion that seemed to be most acceptable to educators who were discussing this problem was that publishers should provide large amounts of pamphlet material. Each topic would be complete between one set of covers. Each pamphlet would sell at a very low price.

Over against this suggestion, which seems to be the only concrete offering so far presented from the teacher's point of view, the publishers offer some facts that are culled from experience.

Costs of Production

The pamphlet form of unorganized reference material with paper cover is expected to be sold at a very low price per unit, or topic. Some expense is saved in binding, but binding is not the major item in the production of worthwhile books. Skilled authorship and editing, good illustrating, good paper and expert printing—these items are as large for the paper covered pamphlet as for the substantial cloth bound book. Either the quality of these items must be sacrificed, or the practical questions of productive costs become acute.

Experiments now in Process

Time and experiments will no doubt solve these questions. Certainly a valiant effort is being made today by several publishing companies to meet the demand for paper covered, low cost, units of data on single topics. Perhaps there is significance in the fact that the two series of this sort which are most in evidence are publications undertaken by educational groups, not by commercial publishers—the "Building America" units of the Society for Curriculum Study and the "Picture Script" units of the Lincoln School, Columbia University, staff.

A Publisher's Viewpoint

Speaking for one of the oldest school book publishing houses in America, an executive of the company summed up the existing situation as follows:

"The problem of meeting the needs of the new curriculum probably arises in the main from the fact that these new trends are really trends and are not yet crystalized into a clear and accepted philosophy of education or program of procedure. If this were not the case, it is certain there would be no problem of inadequate materials to meet the teaching program.

"There are some fifty school book publishing houses in the United States. Such a field of competition gives assurance that no stone will be left unturned in the search for materials to meet the demand. But what is the demand? Until publishers have from educators a more definite and more generally accepted program, they cannot adequately cooperate to meet the need that seems to exist.

"The history of the older companies is evidence enough that this need, in so far as it is actual, does not arise from their refusal to accept new departures in education. As a matter of history some of the ideas that were most radical in their day were backed up by publishers at immense expense and risk. The same publishers are as ready as formerly to do their part in the march of educational progress—if and when they know more clearly the route and the objectives laid out for the line of march."

The Western Journal of Education would welcome any expression of opinion that would clarify this problem.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(State Accredited)

FALL TERM JUST OPENED

Day Classes in preparation for the commercial and industrial art professions, the fine arts, and teaching the arts and crafts.

Evening and Saturday Classes for adults busy during the day, and for teachers and children in school throughout the week.

After-School Teachers Class. A course in color and design planned for class-room use. Ethel Abeel, Instructor. Tuesdays, 4:15 to 6 p. m., starting September 14.

Write for Fall Circular

F. H. MEYER, *President*

Broadway at College Avenue
Oakland, California

A GENERAL SCIENCE UNIT
The Development and Achievements of Science

By MARIE FRANCIS GREEN
David Starr Jordan Junior High School, Palo Alto

It is appropriate that the unit chosen for this page should come from the new junior high school which has been described elsewhere in the issue. It is the more apposite since it describes the first exciting steps of young people into that world of science so nobly served by David Starr Jordan, for whom their school is named.

The modern Junior High School of today invites its pupils to launch out on a voyage of exploration. A mile post has been passed with the completion of the first six grades and a new field of life opens its doors. This is the age for exploration, a time of great mental and physical change, a time in the child's life when thinking and reasoning begin to crystalize.

The new curriculum in most of our modern junior high schools offers an opportunity for pupils to face actual life situations. In no other field can this opportunity be more nearly realized than in the general science course. Here the actual environment of the pupil is the sum total of the achievements of science and its effect on our civilization through our social-economic order.

Experiences in the study of elementary science should never be closely chosen from one field but should be a cross-section of the various factors of science which have contributed to our complex environment. Their proper relationships to our life should be stressed.

How Motivated

This introductory unit called "The Achievements and Development of Science" has grown out of the actual questions presented to us by our entering junior high school classes. These questions are only natural, for the press, the radio and even motion pictures have cut across the stream of history and given us glimpses of some of the historical events of science. These pupils have expressed their feeling that it's all right to call wildflower or insect study nature work in the sixth grade, but they seem to expect that the new terminology "Modern Life Science" should give them more than isolated facts. They are looking for the whole story of how people have changed their ways of living and thinking because of the advance of science.

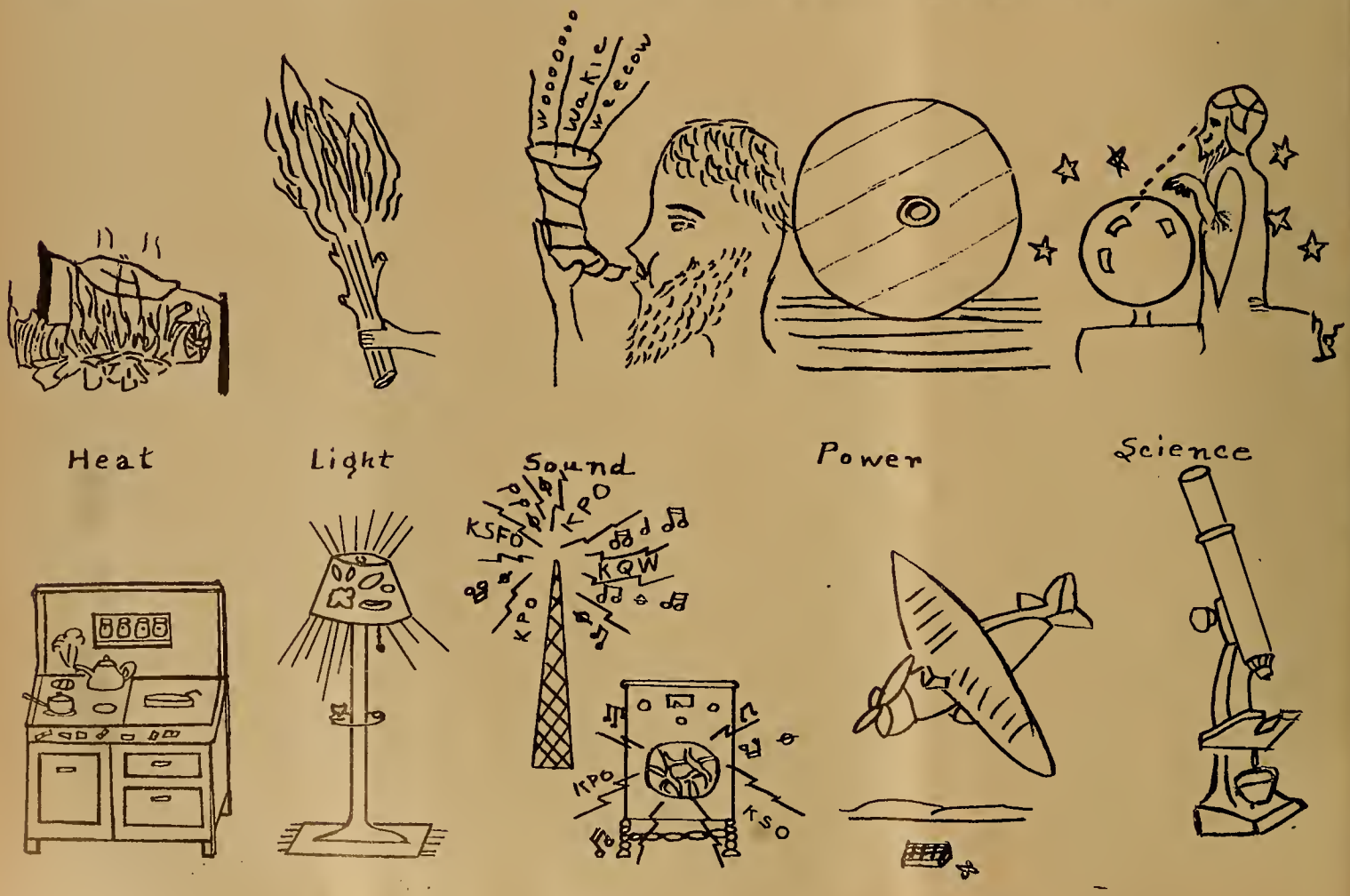
The unit is not the result of the thinking of any one class or section, but has grown bit by bit from suggestions until it was used, with slight variations or adaptations by three sections last year. The interest in such an introductory unit does not need to be teacher motivated, as every new group enters with the curiosity to know "What is Science?"

The classes came into the science room for a get-acquainted period on the first day. The second day we suggested that we begin as a discussion group. The pupils had no textbooks placed in their hands. Posters and other visual material were in evidence to provoke questions and interest. The teacher acted only as a leader of a forum. No definite subject theme was presented.

The questions, as to what science comprises, why we study science and why we need science, were asked and answered by the pupils. The business of the teacher was to see that all questions asked were answered clearly, that explanations or enlargements of answers were given when necessary, and, above all, that everyone had a chance to ask questions and that they were answered correctly. No matter how simple or difficult the question, every pupil was answered with the same seriousness.

Content of the Material

The organization of the questions into a whole helped to bring out the title "The Development and Achievements of Science." The pupils examined the scope of the title and decided it was a good one, and that it would allow for a wide investigation. One pupil offered to organize an outline on the board to be followed in our survey. One of the first suggestions given was the effect of science upon our home. Immediately the children began to enumerate the blessings of science in our daily lives. The fact that modern industry is only possible because of science caused it to be placed second. Then the suggestion came that our community, in



A drawing made in a notebook of the unit, to illustrate the progress of science

Madilyn and Marilyn Wood.

act all modern towns and cities are possible only because of science. The labor saving devices such as adding machines and typewriters show how business is aided by science. And last, but not least, was the subject of leisure and what it owes to science. The radio, the motion picture, motor cars, books and so on, were suggested.

Outline of the Unit

1. Why do we study science? A brief survey of the achievements of science in:
   a. Modern industry.
   b. The home.
   c. The community.
   d. Agriculture.
   e. Business.
   f. Leisure.
2. The definition of science and its main divisions. (Each definition illustrated by a picture.)
3. The part that superstition and fear played in the life of early man.
4. Examples of how men today are still subject to superstition.
5. What are some of the discoveries which have changed man's ways of thinking?
6. Who were some of the early men to answer the "what, why, and how" of things?
   A. Aristotle—Father of Natural History.
   B. Galileo—The first man to see the heavens clearly. Law of falling bodies.
   C. Pasteur—Father of the Germ Theory of Medicine.
   D. Lister—The Father of Antiseptic Surgery.
   E. Newton—Gravity.
   F. Faraday—Electric Cell.
   G. Edison—Inventor.
   H. Burbank—Plant Wizard.
7. Ten ways in which science plays an important part in the life of each of us.

Exploration

With the above outline in the hands of every pupil, the entire room was turned into a workshop. At this point the most up-to-date science text books, reference books, national park bulletins, industrial reports, national geographics and other special topical material were introduced to the class, with a suggested list of selected readings to be followed.

The voyage of exploration was launched. The teacher moved about among the pupils to aid in finding certain references or to answer questions. Magazines and newspapers from home contributed to the mass of information. An interest in the various fields of science came from homes where parents drew on their own experiences to show how great had been the march of science in the past twenty or twenty-five years.

These sidelights from home were related to the teacher by individual pupils, but often the whole group asked to hear someone tell of his parents' experiences in early transportation or some other equally interesting recollections of the past.

After some days of reading and of individual and class discussions, a generous file of visual material covering the historical events of science and its present day accomplishments was made available to all. In some cases interest was so general that a picture would be projected on the screen. In other cases only those investigating a certain area would care to study certain pictures. The pupils brought in many posters and pictures and offered them as contributions to our visual file.

Out of the first field of exploration naturally came the desire to know the main branches of science as we follow them today. Our school is in a university town where the children are accustomed to various buildings which house different branches of science and some children in every class could tell the work of each of these departments. So it was quite easy to aid the pupils in forming simple definitions of the various branches. Each pupil could record the definition in his own words and make any explanation or illustration of that science. In this way, those less familiar with certain fields of science profited by the advantages of others.

Our third topic was the part which superstition played in the life of early man. Here arose the question of the part superstition still plays in our lives today. Many stories of modern magic were told by the pupils.

Then we organized the fourth topic, which came out of our study of superstition. "What were some of the discoveries which have changed man's ways of thinking?" Text books, reference books, histories, geographies and magazine articles were used to trace the steps of development which have brought about such radical changes in our mode of living. Here we noted the difficulties encountered by many scientists and on the whole found that science has made a slow but steady progress even though many ideas were accepted by a few only at the time of their conception.

Out of the discoveries grew a personal interest in the heroes of science. Biographies of such men as Aristotle, the father of natural history; Edison, the inventor; Pasteur, the father of the germ theory; Sir Isaac Newton; Lister, the father of antiseptic surgery, and our own plant wizard, Burbank, were studied and discussed before the group by individual members.

The closing topic of the unit was an enumeration of the ways in which science plays an important part in our lives today. This list was, on the whole, compiled from the experiences of each pupil according to his own environment.

Outcomes in Relation to Skills and Learning

The pupil gained confidence in himself in finding that he could make some contribution to the group. He began to realize that all scientific progress has come about because of inquiry, followed by careful, methodical recording of experiments. The vast field of science was more clearly appreciated. The things of everyday life were not so readily taken for granted.

The scientific method of tabulating material, assorting facts, of weighing values, was begun. The realization of how things are related to each other, of how certain great emergencies or human needs have promoted the advance of science was one of the outcomes which will be of value to the pupils. Practically all of the pupils became interested to such an extent that personal records or notebooks were kept of our progress. Some of the topics were illustrated by hand-drawn pictures while others used pictures cut from old magazines. The work tables were equipped with mounting materials, scissors, paste, lettering ink and old magazines. The ability to work in groups without interfering with others assisted much in later laboratory technique. The spirit of freedom was perhaps the secret of the success of this unit.

The chief objective of such a unit is to introduce science into the curriculum in such a way that it will meet the needs of the present day as well as give an appreciation of the beginnings and development of science. The outcome in this respect was satisfying. The pupils became interested in historical periods and their influence on science. At the same time they began to see some of the romance in the progress of civilization.

READING LIST

Aker, Nelson and Aker, *Yesterday the Foundation of Today.*

Corwin, Peterson and Corwin, *Junior High School Science.*

Gottler, Joseph and Haym, Jaffe, *Heroes of Civilization.*

Metropolitan Company, *Health Through the Ages.*

Metropolitan Company, *Heroes of Science.*

Outhwaite, *Unrolling the Maps.*

Powers, Neuner and Bruner, *A Survey of Science, The World Around Us.*

Wood and Carpenter, *Our Environment, Its Relation to Us.*

JUNIOR HIGH SCHOOL SCIENCE

Seventh Printing, 1937
Ready October First

NEW REVISED ENLARGED EDITION

by

Corwin, Peterson and Corwin

U. S. Weather Bureau instruments attached to an airplane
Illustration from new edition, JUNIOR HIGH SCHOOL SCIENCE.

A competent introduction to science

Planned for the interests, comprehension and reading ability of seventh grade pupils.
Widely adopted and successfully used for six years.
Completely revised by Doctor P. Victor Peterson, Chairman, Natural Science Department, San Jose State College.
New cuts of contemporary value.

Eight entirely new units

CONTENTS

Plant Life	10 units
Insect Life	8 units
Animal Life	6 units
Stars and Earth	7 units
Physical Forces	9 units

Harr Wagner Publishing Company

609 Mission Street
San Francisco, California

LIBRARY NEWS DEPARTMENT

MABEL R. GILLIS
State Librarian

THE THIRTY-NINTH CONVENTION OF THE LEAGUE OF CALIFORNIA MUNICIPALITIES

By JOHN HENDERSON,
Field Representative,
California State Library

With Governor Merriam remarking at the opening of his address that he was considering granting money for a new San Jose State College library, with the passing of a resolution enabling the municipal library group to affiliate with the League of California Municipalities and with the League's honorary president—H. A. Mason of Palo Alto—a library trustee, librarians might well feel assured that their work is a recognized feature of government.

Meeting in San Jose September 13-16, the League held its thirty-ninth annual convention with a record attendance of approximately 1,000 delegates and guests. The four day session was devoted to the many and varied aspects of municipal administration. The program included technical questions of law, finance and engineering; social matters of public health, planning and recreation; administrative problems of civil service, employee organization and of financing city government. These were presented and analyzed by experts in large and small group meetings.

Municipal Librarians Discuss Legal Certification

Head librarians, assistants and trustees made up an audience of 125 attending the municipal librarians' meeting. Among city librarians present were: Althea Warren of Los Angeles; Robert Rea of San Francisco and several members of his staff; John B. Kaiser of Oakland whose staff was represented by Mabel W. Thomas, chief reference librarian and Lucie C. Nye, chief librarian of branches; Jane Curtis of Alameda; Anne Hadden of Palo Alto; Louane Leech of Petaluma who brought with her one of her trustees, Mrs. Clyde E. Robertson. Librarians from the San Jose area were: Bertha Dubinski of Monterey; Ethel De Witt of Pacific Grove; Muriel Mitchell of Watsonville and Mrs. Edith Daley of San Jose. Mabel R. Gillis, librarian of the California State Library, was also present. County librarians attending the meeting were: Mary Barmby of Alameda; Jessie A. Lea of Contra Costa and Clara B. Dills of San Mateo county. From Kern county was Mrs. Elaine Baron of the Fellows branch of the Kern County Free Library.

The president of the municipal librarians' group was Susan T. Smith of Berkeley. Amy Boynton of the Lodi Public Library was the vice-president and Coit Coolidge, librarian of the Hayward Public Library, served as secretary.

Recommended That Law be Simple and Flexible

The first talk was given by Dr. Evelyn Clement, chief, Division of Teacher Training and Certification, California State Department of Education. Dr. Clement discussed "Certification and the California Teaching Profession," outlining the background of present School Code provisions requiring minimum educational qualifications for teachers at the several levels of instruction. Recommending that a simple, flexible law be drafted Dr. Clement cited the experience of the State Department of Education in working with legal provisions not applicable to changing conditions. She urged that the certification board be given authority to alter educational requirements and to make rules and regulations in accordance with professional developments.

The question of enforcing a certification law in charter cities was presented by Homer Buckley, Asistant City Attorney of Oakland. While it is a matter that can only be decided by adjudication it was Mr. Buckley's opinion that a librarians' certification law would not apply to charter cities because of a conflict with the "home rule" guarantee to those cities in the State Constitution.

Miss Smith remarked that the question would be studied further by the California Library Association standards committee this year.

John Henderson

Voluntary and Legal Certification Reviewed

The history of the movement for legal certification was sketched by John Henderson. Starting with the certification bill of 1919 it was pointed out " . . . that for 20 years—almost half of the lifetime of the California Library Association—this subject has been before the organization. Although reported on favorably by the Assembly library committee the 1919 measure was defeated. The legislature was not ready for this type of bill and the C. L. A. was not prepared to fight for it. As an alternative a voluntary plan was adopted in 1921. The objectives of voluntary certification were to bring about salaries comparable to those of teachers having the same training and to establish definite educational standards for professional work leading up to legal certification . . . The committee administering the plan recognized experience equivalents for educational requirements accepting two years of successful professional work as the equal of one year of college or of library school. In the 12 year period, 1923-34, the work of the certification committee centered on evaluating the experience of applicants, the certificating of library school graduates be a routine matter . . .

"It was recognized by 1934 that the p had served its purpose. With the increase library school graduates it was not cons ered desirable to continue accepting equ alents for formal education. Sufficient ti had elapsed for all those who had est lished themselves professionally through perience to be certificated. After Janua 1936, only applicants with professional tra ing were granted certificates. . .

"The work of continuing the volunta plan and of drafting a certification bill w undertaken by the newly created standa committee, the certification committee havi been discontinued. Library laws of ot states were carefully studied. Librari lawyers, county and city officials were c sulted on various points in early drafts the bill. Letters were written to other sta regarding the operation of their certificati laws. A bill was drafted incorporating t best legal and library opinion that was ava able to the committee . . .

Legislative History of the Certification Bil

" 'An act to provide for and regulate t certification of librarians was introduced Assemblyman Ray Williamson of San Fra cisco. An amendment was added in the A sembly including librarians of courts in t exemptions. With a 'do pass' recommend tion from the Library Committee the bill w approved and sent to the Senate. Referr to the Committee on Governmental Efficien the bill was again amended slightly a recommended 'do pass as amended' by t committee. At this point the bill was r referred to the committee. This meant t death of the measure since adjournment w near and there was no time for the con mittee to consider the bill further . . .

"To those who worked on this legislatio it was reassuring to find that there was n professional opposition to the bill. It a parently was acceptable to the legislatur The history of the bill will be of great valu in preparing future legislation," the speake concluded.

Officers Elected

Following the talks officers for the comin year were elected. The new president Mrs. Theodora R. Brewitt of the Long Beac Public Library, Vice-president Mary Boyn ton of the Public Library of Beverly Hill and secretary Ethel Walker, librarian of th Santa Ana Public Library.

Dr. Monroe E. Deutsch Addresses Luncheon Session

"It wasn't so many years ago that muni cipal government was regarded as the failur of American government. No one can sa that today," observed Dr. Monroe E Deutsch, vice-president of the University o California, in his address "American Ideal and Aspirations" given at one of the genera luncheons. "We at the university are deepl interested in problems of government . . Education and free participation in govern ment are but a few of the hopes which wer held out to the immigrants and their off spring."

Taxation Problem Discussed by Sacramento City Manager

James S. Dean, City Manager of Sacramento, spoke at the joint session of city managers and mayors and councilmen on "Effective Municipal Expenditure." Stressing that a general tax should be for general benefit, Mr. Dean recommended that "frills" be self-supporting through licenses. Minority groups have no right to expect activities of

erest only to themselves to be supported the property tax. Pointing out the need records of these activities the City Man- r said "Utilities and special services uld be self-supporting and not necessarily re than self-supporting." The present tax den was pictured by Mr. Dean saying, otal municipal, county, state and federal es equal 20 per cent of the total national ome and the government is not a producer wealth. If we were balancing our budgets ay we would use one-third of our wealth government."

overnor Merriam Talks on State Budget

On the last day of the convention a general cheon was held at the Hotel Sainte Claire h Governor Merriam the guest of honor l speaker. "The State Government and Cities" was the subject of the Governor's lress. Of particular interest for librarians s his statement in his opening remarks that was giving serious consideration to the uest for a library building for the San e State College. In taking the matter ler advisement the Governor stated that planned to look over library sites saying, expect to see what's needed before I grant money." Describing the state budget Governor observed, "Under our present n of taxation the state collects a great deal money which it does not use." Out of a al budget of 446 million dollars only 92 lion is spent on state business. The differ- e being returned to the cities and counties roads, schools, relief and other local pur- es. Fifty million represents expenditures self-sustaining institutions. Governor rriam told of bankers in 1933 not accept- state warrants at five per cent while to- they are glad to get them as two per it. "The credit of the state has never been good as it is now. A balanced budget is sight in two years," he concluded.

tire Session Attended by Several Librarians

Several librarians were in attendance dur- the entire four days of the convention. zabeth R. Topping, librarian of the Ven- a County Free Library, as well as of the blic Library of the City of Ventura, was sent with a member of the Ventura City uncil, Mrs. Bertha Reynolds, who was merly County Superintendent of Schools. hers attending the entire conference were: s. Tempie S. Robinson, librarian of the nford Public Library; Grace Taylor, rarian of the Sacramento Public Library; san T. Smith and John Henderson.

A resolution passed at the last general sion enables municipal librarians to be- ne affiliated with the League with depart- ntal status. In the past the librarians met ly as a participating group. Since League king will carry great weight in any future dertaking this is a real mark of progress. Santa Barbara was chosen as the next ivention city.

NEBRASKA LIBRARIAN VISITS CALIFORNIA

Two years ago Nebraska adopted a library v patterned in many respects on the county rary law of California. During the past o weeks Nellie V. Carey, executive secre- y of the Nebraska Library Commission, s been in California to see at first hand w the county library law works out in ual practice. A friend of Solano County brarian Edith Gantt, a former Nebraskan, ss Carey first visited Solano County and n spent two days in Sacramento visiting County Library and the State Library. the latter institution she was particularly erested in observing the close connection between the state and county libraries, and in studying the details of the inter-library loan system.

Other county libraries visited were Colusa, where library corners have been established and are being extensively used in every school room in the county; Alameda, noted for its fine work with county institutions, Stanislaus, Fresno, Los Angeles, all offering fine examples of service, and Ventura, where the only book automobile in the state is in use. The county libraries of California offer a wide variety of conditions for study, both in form of organization and in administration and the various visitors from outside the state must choose those that seem to have features most helpful to them in their own situations. Their choice, too, is often influenced by accessibility, some of the interesting mountain and desert counties requiring trips that are too time consuming for most of the rather hurried schedules. We wish that our Nebraska visitor as well as many others could make the trip through the length and breadth of the state, seeing the work of all forty-seven county libraries on their way.

VISITING SAN JOSE LIBRARIES

During the meeting of the League of California Municipalities the libraries in San Jose had many callers from among the group attending the Municipal librarians' section. The new quarters of the city library in the old postoffice building, completely made over, were a particular attraction, and Mrs. Edith Daley and her accommodating staff were kept busy showing individuals and groups the many improvements. It was interesting to see how light and airy the large reading room had been made and how attractive was the children's room on the second floor with its separate entrance from the outside and its fine lights, spacious accommodations for reading tables, and colorful displays of books and posters. Adjoining this room is the alcove where once a week a fine W. P. A. string quartette plays for the enjoyment of those interested in attending this free entertainment feature. The basement room for men is an example of good cooperative work. Newspapers are provided by the Library, but the room is supervised by the Recreation department. Card games and checkers are attractions there, as well as reading.

At the County Library the time had come to send shipments of books to the schools. A small ton and a half truck, which had been used formerly by Mrs. Elizabeth Singletary for delivering school library collections, was in use elsewhere and the task of getting twelve tons of books to schools from one end of the county to the other became a real problem. Finally a large cement truck was loaned by the Surveyor's office and when this visitor was at the County Library headquarters, more than a hundred cartons had already been placed in schools that morning and more than twice as many were still stacked up in the driveway ready to go.

Dr. Thos. W. McQuarrie, president, and Joyce Backus, librarian, of San Jose State College, were busy with building plans, as they hope to be able to secure their sorely needed new library building out of the $6,000,000 appropriation made by the last legislature for state buildings. As the college term had not yet begun, there was more opportunity than is usually the case, to talk with library staff members and look over their excellent collections of reference material for student and faculty use. A visit to the stacks when only the librarians were there demonstrated vividly how crowded and almost unusable they must be when the students pour in searching for needed books.

NEW LIBRARIANS

Miss Etta Eckhardt, for thirty years the capable and much appreciated librarian of the Monterey Public Library, retired recently from active service in order to take a complete rest. Upon her retirement she was given a public testimonial and presented with a scroll, praising her for her contribution to the community and cultural life of Monterey. Bertha Dubinski, a graduate of the University of California School of Librarianship, who has been in charge of branches of the Sacramento City Library, for the past three years, was appointed to succeed Miss Eckhardt.

Edwin Castagna, who has been with the Alameda County Library, began work as librarian of the Ukiah Public Library on September 13. He graduated from the University of California School of Librarianship in 1935. He succeeded Elizabeth Sawe, who resigned to accept a position in the Santa Barbara Public Library.

A NEW MUSIC LIBRARY

On September 21 the Santa Cruz Board of Library Trustees dedicated the new Otto Kunitz Memorial Music Library. This fine collection, made by the distinguished pianist over a period of many years, was presented to the Santa Cruz Library by his cousin, Miss Stella Finkeldey. Mr. Kunitz was a native of Santa Cruz and died there in 1935. He studied for years in Germany. The collection of music which he left is extensive and it has been thoroughly cataloged by Anne Bell Bailey, well known in library circles throughout California. This preparation of the Music Library by a professional librarian assures the Santa Cruz Library that it will receive the maximum benefit from the gift. Minerva H. Waterman, Librarian, has been greatly interested in the proper handling of this music collection.

NEW QUARTERS AT LOS ANGELES

The Los Angeles County Public Library is now entering a new era marked not only by the 25th anniversary of its establishment, September 5, 1912, but also on its moving into larger quarters as well as for the exceptional consideration which the Board of Supervisors has given to the library's budget. The Book Fund has been raised from $50,000 to $75,000 and salary cuts, as well as salary increases allowed for grade promotions in positions under competitive civil service, have been restored.

The new location is at 322 South Broadway, Los Angeles, and although the building is not new, it is still within the Civic Center. The building is adapted for its new use and the eight divisions of work are spread over four floors within an area of 32,000 square feet; against 14,000 square feet on one floor at the old location, which has been occupied since May, 1921.

On August 1 Gretchen Knief became librarian of Kern County Library, succeeding Mr. Henderson. Miss Knief had served as Siskiyou County Librarian for three years and previous to that she had had four years of experience in the Los Angeles County Library preceded by work in Santa Monica, Los Angeles and Milwaukee public libraries.

Edith E. Gray, formerly of Fresno County Library, with two years of training at the School of Librarianship at the University of California, succeeded Miss Knief in Siskiyou County.

WESTERN SCHOOL NEWS

THE ANNUAL MEETING of the School Library Association of California will be held in Tulare, October 23-24. School librarians from all parts of the state will gather in Tulare at that time. Miss Jewel Gardiner, President of the Association has planned an outstanding program. The session will open Saturday noon with a luncheon at the Hotel Tulare which will be the headquarters of the conference. Some interesting items on the program will be a "book clinic" with Margaret Girdner as chairman. This group deals with the elementary and junior high school field. Mr. Claire Muncey of the State Department of Education will be one of the speakers on the Secondary School Libraries. Miss Helen Heffernan, Chief of the Division of Elementary Education, will be the dinner speaker Saturday night. Her subject will be, "Is the Job of the School Librarian Creative?" Miss Mabel Gillis, California State Librarian, will report on the work of the certification committee. Last year about 90 librarians attended the annual meeting. The work of the school librarian is constantly increasing in importance in the new educational order.

The Northern Section of the California School Supervisors' Association started their year's work with a very successful meeting on September 22 at Chico. Mrs. Gladys Potter, Assistant Chief of Elementary Education in Rural Schools of the State Department, talked on the "Problems of the One-Room School" with special emphasis on the curriculum. The morning program was given over to this talk and to a report by Mrs. Ruth Edmands, General Supervisor of Colusa County, who was chairman of the One-Room School Committee.

Following the luncheon and business meeting, the afternoon was devoted to committee meetings. Besides the committee on the One-Room School, there is a committee studying early adolescence. Miss Pearle Sanderson acted as chairman of this committee at this meeting. For the remainder of the school year Doctor Floyd Caldwell will take the chairmanship.

The committee on science in which the health aspect was stressed also met in the afternoon. Chairman of this committee was Miss Grace D. Minch, General Rural Supervisor, Tehama County.

President Floyd L. Tarr, President of the Supervisors' Association, Northern Section, reports that this meeting is the largest the organization has had in sometime. It is interesting to note that in addition to the supervisors who attended the meeting, there were a few class room teachers, several visitors, 12 college instructors, 10 county superintendents, nine county nurses and nine county librarians. With the present trend toward teaching from a library background rather than from text books, it is signficant that the librarians are joining the educational conferences of the supervisors.

FRESNO NEWS NOTES include the following announcements of changes in personnel. Several of these changes are consequent upon the election of the new superintendent of schools.

Mrs. Grace Aydelotte was appointed secretary to Mr. Wilson on June 19th, effective July 1, 1937.

Mr. Edward C. Kratt, formerly principal of the Fresno High School was appointed Assistant Superintendent of Schools to serve with Mr. Wilson. Needless to say Mr. Kratt's views coincide with those of Mr. Wilson, which we have indicated in our note regarding Mr. Wilson's election as superintendent. Mrs. Mary Long, who has been in the central administration office for a number of years, will serve as Mr. Kratt's secretary.

Other changes are: Mr. R. F. Aspinall was transferred from Fresno Technical High School to Edison Technical High School to serve as principal; Mr. William A. Otto was appointed principal of the Fresno Technical High School; Mr. Leo Harris succeeded Mr. Edwin C. Kratt as principal of Fresno High School; Mr. W. L. Potts was transferred to Longfellow Junior High School to serve as principal; Mr. Herman E. Carlson succeeded Mr. Homer C. Wilson as principal of Washington Junior High School; Mr. Edward Wilson Gillis has been elected dean of men to serve at the Fresno Technical High School.

Leo B. Baisden, Assistant Superintendent of Schools, Sacramento city, among his other summer activities lectured three weeks at San Francisco State College on The Supervision of the Modern Curriculum, and conducted a panel in the Stanford Summer Conference on The Sacramento Curriculum Program.

Mr. Baisden and Ray B. Dean conducted a series of conferences at the Mariposa County Institute August 27, 28, and 29, on The Modern Curriculum in Reading and Social Studies. Miss Elsie McGovern, County Superintendent of Schools, Mariposa County, and Miss Ruby Waller, Rural Supervisor, are following the unique plan of centering the institute theme about one phase of the curriculum and holding the institute early in the year so that teachers may make use of materials developed in connection with the institute. Last year special emphasis was given to the Social Studies curriculum. This year special emphasis is being given to the Reading curriculum.

SUPERINTENDENT CHARLES L. GEER of Coalinga was among the summer lecturers at San Francisco State College. He gave two talks on hunting fossils in the Coalinga hills. The present science courses seem to be stressing the study of fossils and Superintendent Geer always has a fund of first-hand information to impart.

Mr. Geer's son, Charles Paul Geer, who secured his A.B. degree at Stanford University last spring, spent the summer in Europe. He returned to Stanford this fall to work for his secondary teaching certificate.

Superintendent Geer reports that the Coalinga Grammar School has purchased a ten acre tract of land to which the Sunset Grammar School will be moved within the next year or so. This is a school with an enrollment of about 300 children in grades one to four.

P. A. SAMPLE, principal of the new Pine Creek Branch of the Modoc Union High School, has done some very interesting things for his school, among them the trip in which he brought his entire student body to San Francisco to see the new bridges. His description of this trip was written for the February issue of the *Sierra Education News* and was well worth reading. It shows what a progressive school man can do for his students even in an isolated district.

Mr. Sample is vice-principal of the Modoc Union High School District. He has be principal of the branch for the last ten yea The school had been established eight ye before Mr. Sample became principal, and that eight years there had been seven d ferent principals. What the district need was someone to take a real interest in t community and in the young people. M Sample, who had been a school man in l early years, had been in the copper mini business prior to the depression. In retu ing to the school field, he chose a positi where he could make some contribution the community as well as to the school.

The branch high school is located abo two hundred and fifty yards from t Oregon-California state line on Highw 395 which is part of the three-flag highw running from Mexico to Canada. Altur the location of the Modoc Union Hi School, is the nearest California town, mo than an hour's drive from the branch scho

F. H. Meyer, president of California Co lege of Arts and Crafts, returning from summer spent in the northern Europe countries was welcomed home recently l the student group including a large fres man class from California and the Weste states. At the reception to new students he September 1 on the beautiful Oakland car pus of the college, Mr. Meyer told inforr ally of his summer travels. He spoke wi special enthusiasm of the modern cra movement in Sweden, particularly as exem plified by the famous city hall of Stockholr consistently designed and executed througl out by native Swedish talent. While i Europe Mr. Meyer also visited his boyhoo home in Hamlin, and was later one of th twelve Californians who attended the Inte national Art Congress held in connectic with the Paris world's fair. En route hom Mr. Meyer visited the leading art schoo and galleries of the United States.

O. C. Hadley in August was chosen by th board of trustees as Superintendent of Gilro Schools to succeed Roy E. Simpson who ha recently resigned to accept the superinter dency of schools in Santa Cruz. Superinter dent Hadley has been a member of the Gilro High School faculty for the last ten year During the last four years he has capabl discharged his duties as vice-principal. Hi selection to the office of superintendent wa a recognition of his ability as an educato and leader, and a tribute to his popularit with both students and faculty members.

Irvin A. Shimmin of the high school fac ulty was chosen to fill the office of vice principal.

Charles B. Gleason in August retired a vice-principal of the San Jose High Schoo —the post he has held for the past 39 years Walter L. Bachrodt, City Superintendent o Schools, in accepting the resignation pai tribute to the veteran educator under whos guidance literally thousands of students hav been trained.

Superintendent Bachrodt, in acknowl edging a splendid record of work well done aptly said, "Mr. Gleason has every right t be proud of his years of service."

Howard B. Lathrop was appointed vice-principal of the San Jose High School t fill the vacancy—created by the resignatior of Charles B. Gleason. Mr. Lathrop is a native of Bridgeport, Conn., but came t Redlands at the age of two years with his

family. He attended public grammar and high schools there. He was graduated from the University of California in 1902 and took post graduate work at California and Stanford.

Mr. Lathrop is a well known educator and has served in the educational field for many years as teacher and vice-principal. His training and experience well equip him to carry his responsibilities in the new position.

San Jose State College students are now joyously making use of their new student union. The new quarters are at 4th and San Fernando streets in the former city library which has been extensively remodeled at a cost of $7,000. All equipment in the building is the best available. A new student union lounge room occupies a large part of the upper floor. Also a book store, soda fountain, lunch counter and council meeting rooms are all included in the new quarters.

Doctor Irving R. Melbo, Director of Research and Curriculum of Oakland Public Schools, returned to Oakland this fall after a year at Teachers College, Columbia University, and after spending the summer as visiting professor at the University of Kansas. Among Doctor Melbo's other activities this year, he was co-author with A. O. Bowden, head of the Department of Anthropology at the University of Southern California, of a book called, "Social Psychology of Education." It deals with the human element in the educational process and the social-psychological factors involved in the interaction of pupils, teachers, administrators, and community. It is published by McGraw-Hill.

After a year in New York, Doctor Melbo writes that he is glad to be back in California and particularly glad to be back in Oakland.

Lester G. Gregory is the new principal of the Mayfield-Sherman Junior High and Elementary School. He succeeds Glenn William Goddard who is now principal of the new David Starr Jordan Junior High School. Mr. Gregory has been in Palo Alto for four years teaching science and mathematics at the Channing Junior High School.

He was originally from Mendocino County. He was graduated from the University of California, and secured his teaching credentials at Claremont College.

One of the most popular promotions of this past summer was that of Mr. A. L. Ferguson, principal of the Hoover High School, Glendale, who was appointed to the position of Deputy Superintendent of the Glendale city schools.

The appointment was the recognition by the Board of Education of Glendale of Mr. Ferguson's contribution to the welfare of the city as teacher, head of department, vice-principal, principal, and participant in community activities since his coming to Glendale in 1913 almost a quarter of a century ago. It can truly be said that Mr. Ferguson is one of the educational pioneers of Glendale, when you consider that when he began work in the city it had a population of only about 5,000 persons.

Outstanding points of his work as principal of the Herbert Hoover High School of Glendale was the building up of a faculty whose attitude toward cooperation in all school activities was of the finest. Mr. Ferguson's plan of solution of the guidance problem has received much favorable comment throughout the country.

ELEMENTARY PRINCIPALS MEET

Sarah L. Young

The Elementary Principals' Association, Bay Section, held its Fall meeting at the Roosevelt Junior High School, Richmond, California, on Saturday, September 25. Harry L. Buckalew, of Fresno, State President of the Association, extended greetings. Resolutions were given by Miss Jane Burns of Petaluma. Mrs. Alice Lancaster of Richmond was general chairman of arrangements. Miss Eloise Mays of San Rafael and Mrs. Paddock had charge of the music.

The California Teachers Association was represented by Edna Maguire, Vice-President of the Bay Ssection, Earl Gridley, Secretary, and David R. Jones of the State Legislative Committee.

Superintendents present were David Martin, Alameda County, George Kendall of Marin, B. O. Wilson of Contra Costa, Walter Helms of Richmond, Roy R. Huffman of Mill Valley, and Laurence Miller of Turlock who brought with him 17 members of his teaching force.

Officers of the Bay Section are: Mrs. Ella Buttner, Mill Valley, President; Kenneth Slater, Mountain View, Vice-President; Kenneth Glines, Albany, Secretary; Beecher Harris, Berkeley, Treasurer; and Ida Crawford, Lagunitas, Editor of Bulletin.

Forrest C. Mitchell, of the Grant School, Oakland, spoke on "The Use of Science in Making up a Social Studies Unit." The discussion of this important topic was lead by Miss Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education. "Supervisory Duties of a Principal" were outlined by Mrs. Gladys L. Potter, Assistant Chief, Division of Elementary Education and Rural Schools. Mabel L. Gillis, State Librarian, gave an illustrated talk on "The Use of an Elementary Library." Sarah L. Young, Principal of the Parker School, Oakland, reported on "The Elementary Principals' Conference at Ann Arbor, Michigan."

Luncheon was served in the cafeteria of the school, during which time there was a presentation of "Japanese Art" by Mr. and Mrs. Ovata.

The following excerpts from Mrs. Potter's paper are representative of her theme, "Supervisory Duties of a Principal."

Administrative Responsibilities

To make it plain to teachers that the compartmentalized subjects no longer exist as such. This will prevent conscientious teachers carrying on curriculum units as a *side line* while they teach history, geography and civics for 40 minutes each day as a *regular* part of their program.

To relieve the teacher from her feeling of responsibility for covering required material so that she will have *time* to study her children and know as much as possible about their interests and needs.

To make possible an opportunity for excursions, dramatizations, and construction work.

To provide as much material as the budget permits to make possible a rich classroom environment in which a worthy curriculum unit may develop.

To keep the size of the classes within acceptable limits, and to furnish sufficient and adequate books for meeting the needs of the individual pupils in their classrooms.

To develop an administrative policy relative to promotions that will not force the child to repeat the grade.

To keep his finger on the public pulse and gain the backing of the community.

Supervisory Responsibilities

Ask the teacher to make a detailed study of her children and her needs. Help enrich the teacher's background—excursions, reading needs, etc. Offer opportunity for instruction and experience in construction work or craft work. Emphasize the need of detailed planning in developing a unit. A unit doesn't "just happen." Try to meet the need for a new type of in-service education.

"TONIGHT AT 8:30"

For two weeks, October 4 to 16, San Franciscans have been gathering every night "at 8:30" to enjoy the unique cycle of short plays of Noel Coward that have been holding the stage at the Curran Theatre.

Noel Coward is one of the modern theatre's most amazing master craftsmen. This cycle of nine short plays embodies all his skill as a stage author and adds new laurels to his fame.

San Francisco has especially enjoyed and approved the distinguished acting of Estelle Winwood, Helen Chander, Bramwell Fletcher and Mary Astor. The last cycle of three plays, ranging from farce through romance to musical comedy, remains still to be enjoyed during the week, October 18 to 24—"We Were Dancing," "The Astonished Heart," and "Red Peppers."

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 Market Street

(Next to California Theater)

ST. GERMAIN RESTAURANT

60 Ellis Street, San Francisco

Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.

Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00

Phone: SUtter 2980

BOOK REVIEWS

AN EVALUATION OF THE ELEMENTARY SCHOOL WITH A FORECAST OF ITS FUTURE, by J. R. McGaughy, Professor of Education, Teachers' College, Columbia University. Bobbs-Merrill. Price, $2.67.

This book offers a valuable presentation of the modern philosophy of elementary education; an evaluation of practice and procedure in our elementary school in the light of the newer philosophy; and a forecast of the future to permit intelligent planning to carry out the implications of this philosophy. The author emphasized that in recent years the modern elementary school has become almost a brand-new institution.

GOVERNMENT FINANCE, by Jens P. Jensen, Professor of Economics, University of Kansas. Thomas Y. Crowell Co. Price, $3.50. 628 pages.

This is a book on principles. It is a comprehensive treatment of the intricacies of public spending and revenue collecting, a balancing of public and private spending, and the social changes effected. Tables and diagrams adequately illustrate the text. This book should be valuable as source material to legislators, educators, and students.

OUR ECONOMIC WORLD, by Delos O. Kinsman. Thomas Y. Crowell Co. Price, $3.50. Photographic illustrations, maps and charts. 596 pages.

This is a comprehensive study of the world's natural resources and industries. The valuable collection of data is grouped under: Natural Resources of the World; Typical Manufacturing Industries; Transportation Systems and The Marketing of Goods. Dr. Kinsman through this study has attempted to "assist the student in locating the world's supply of raw material, in understanding the intricate processes of production, and in appreciating the organization of the economic system which today makes available our vast supply of goods." The material is presented in text-book form.

NEW TECHNIQUES IN SOCIAL SCIENCE TEACHING, by Vernon B. Hampton. The John Willing Press, Inc. Price, $2.75. 320 pages. A case book.

It is a descriptive analysis of methods, devices, and systems that have proved effective in the secondary schools. The book should be of particular value to the inexperienced teacher.

FOUNDATIONS OF CHARACTER AND PERSONALITY. An Introduction to the Psychology of Social Adjustment, by George Herbert Betts. Edited by Raymond A. Kent due to the death of the author before he completed the book. Bobbs-Merrill Co. Price $2.00.

"To discover and direct the forces which shape character and personality is an infinitely more pressing necessity at the present time than any problem confronting us in physical science, in technology, or in finance." And as expression of this belief, the author has given a well organized treatment of a vital subject. Interesting problems are listed at the end of each chapter. Carefully selected references suggest the enormous scope of this subject.

GOVERNMENT IN THE UNITED STATES, by Cladius O. Johnson, Professor of Political Science in the State College of Washington. Revised edition. Thomas Y. Crowell Co. Price, $4.00. 748 pages.

This text book for students of Political Science is the "most recent as well as the most comprehensive in its important field." Dr. Johnson has attempted to "humanize" his presentation of what is frequently a dry topic, too heavily weighted with details. It is an authoritative study beginning with the foundation of our American government, and stresses the importance of a knowledge of political processes and trends.

It will truly be a vital contribution if Dr. Johnson can succeed in impressing the educated American with the importance of keeping informed of and participating actively in the processes of government.

HOW TO DEVELOP PERSONAL POWER, by Dick Carlson, Director of Personnel, Farm Credit Administration, Washington, D. C. Harper and Brothers. Price $2.00.

Through this book the author has tried to direct the reader to profit from helpful self-analysis and self improvement. He has indicated practical methods of altering habits. The material is organized into eight units, and can be most effectively studied in conjunction with the PERSONAL DEVELOPMENT WORK MANUAL ($1.25). This supplementary material correlates an exposition of principles with the application of sound methods.

HOW WRITERS WRITE, Edited by Nettie S. Tillett. Thomas Y. Crowell Co. Price, $2.00.

This book is a collection of essays covering every major form of artistic writing. This attempt to "dispel some of the mystery surrounding literary workmanship and frankly divulge the devices of which master craftsmen make use" should materially assist the inexperienced writer. This little volume should help the would-be writer develop a logical procedure in writing technique. It offers pertinent suggestions in the entire field of writing from a discussion of The Poetic Process from the inside to the more practical phases of Writing for the Movies.

JOBS FOR THE PERPLEXED, by Flora E. Breck. Thomas Y. Crowell Co. Price, $1.00.

This book is a discussion of definite job-possibilities. Practical suggestions are offered to help the "up-against-it" people gain some means of livelihood.

THE ART OF GOING TO COLLEGE, by J. Franklin Messenger, Dean of School of Education, University of Idaho. Thomas Y. Crowell Co. Price, $1.25.

This book is meant for a "personal, private, and almost confidential conference" between the college student and the experienced college dean. It is an attempt to stimulate wholesome views of life. Through the commonplace advice offered, it should help the student to choose wisely his college courses, to study efficiently and to gain the benefit from his "great expectations."

ELEMENTARY ECONOMICS, by Thomas N. Carver and Maude Carmichael. Ginn and Co. Price, $1.80.

This text-book should give the student an understanding of the leading economic principles upon which our national prosperity rests. It is well organized. Each chapter includes a topical outline, a list of words to be defined, an explanation of the objective to be reached, exercises and problems, topics for investigation and references for reading.

HOTEL
OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage. Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

DRIVE IN OUR GARAGE

SAN FRANCISCO
PUBLIC LIBRARY
PERIODICAL DEPT.

The Western Journal of Education.

Founded in 1895 by Harr Wagner

In This Issue:

Jottings of a Traveling Bookman. W. M. Culp 3
The Annual Conference of Superintendents, Supervisors and Directors 7
School Trustees Meet. Florence C. Porter 7
The Inauguration of a Social Studies Unit. Forrest C. Michell 8
The Problems of Teacher Education. Walter F. Dexter 9
Library News Department. Mabel R. Gillis 10
Boys' Day. Louise C. Dermody 12
Delinquent Youth Problems. Edith E. Pence 12
Supervisor of Attendance Yesterday and Today. Edna R. Sheldon 12
State Funds Pay 58 per cent of California Schools. C. F. Muncy 13
Western School News 14
Book Reviews 15

November, 1937

Manual Arts High School, Los Angeles. Recently reconstructed under the building program of the Los Angeles City Schools.

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the state-wide professional body which unites teachers, of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the securing of adequate financial support and favorable laws for California's Public Schools. Committees and conferences of the Association, working with State and local leaders, have aided in the success of every major educational advance.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and State-wide newspaper publicity.

Through its Placement Service the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued studies and bulletins on major educational problems.

The Legal Department has provided Association members with authoritative opinions on matters of school law.

Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education may become a member of the Association. Annual dues are $3; life membership is $75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

The activities of the State Association are authorized by the California Council of Education, a body of representatives elected by the Councils of each Section. The State Council annually elects a Board of nine Directors.

State headquarters are located in San Francisco, 155 Sansome Street.

Departments of Classroom Teachers organized in five Sections under authorization of the Council of Education, regularly study classroom problems.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

THE ECONOMIC STRUGGLE IS IN FULL SWING—Late Reports From Every Sector of the Far-Flung Economic Battle Line Are Included in the Second Printing of

ECONOMICS

BASIC PRINCIPLES AND PROBLEMS

***by* Michels**

Printed in September, 1937

The first printing of this new text, made in May, 1937, was exhausted before the opening of schools this fall. We took the opportunity offered by the second printing to bring the contents right up to date (the book had reached the advanced age of five months!). By air mail and by telegraph—thanks to the cooperation of those in charge of statistics, both governmental and otherwise—came last-minute information of importance, came last-minute figures of significance in revealing late economic trends.

Dovetails with Current Magazine Articles

The addition of this supplementary information resulted in changes on 150 pages of a text published five months before. Such is the rapidity of economic and social change in America today. ECONOMICS—BASIC PRINCIPLES AND PROBLEMS is now a text that can be coordinated with the daily reading of the class in current economic magazines. Textbook and periodical will be found to treat the same body of economic facts, the same economic developments.

Correlated with Recent Legislation

The treatment of recent legislation along with the topic to which it is related is a feature of this text that has won the approval of every economics teacher who has examined the book. This eliminates referring to an index or to outside reference books for late legislation, and correlates this legislation with economic principles and social problems in the order in which they appear in the text.

Free of Extremes

It is pertinent to know that this new text is by an eminent economist, who wrote the book while teaching and designed it from concept to the completion of the manuscript for secondary school use. Singularly free from bias, it leans neither to the radical point of view nor to the conservative. Here is a textbook that, in the fullest sense, is worthy of American secondary education.

List Price, $1.60

Write our nearest office for further information.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

Vol. XLIII, No. 8 San Francisco, November, 1937 Price 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The Oddities of one's recollections of a cross continent trip by automobile in October are perhaps the quick comparisons of sights along the 3600 mile run from San Francisco to Los Angeles and on to New York City across hill, mountain, desert and plain. We have always wondered at the thrill that comes from the call of the train announcer in his string of names and then, at the end, "All points East!" or "West!" as it may be. The euphony of a string of names of villages, towns, and cities recalls a rapid stream of pictures, streets, buildings, trees, signs vistas, policemen, trucks, restaurants, and joints. Vistas of the Painted Desert on Route 66 through Arizona; the cliffs of New Mexico and the remnants of the cliff dwellings; Ashfork, Williams, Winslow, Gallup, Holbrook, Albuquerque, a gem upon a mesa plateau; Santa Rosa, a sleepy, draggled town; Tucumcari, of melodious sound; Amarillo of fifty thousand persons, the last of the Texas cow-villages; Oklahoma City and its lot oil-wells; Tulsa, the Los Angeles of the mid-continent; Joplin and Carthage with the lead and zinc mine dumps; the glory of the Ozarks in October color, the foliage, a blend of reds, yellows, browns, greens, and silver; the slowness and oldness of the cars in Oklahoma; the height of the cotton in the fields and the greatness of the cotton crop; St. Louis, still and drab; Chicago, boasting, on State Street, the first glass-walled emporium of the world; the flat and rolling farm lands across Indiana and Ohio with large lightning-rod topped barns; snow flurries in late October in Beaver Falls, Pennsylvania; the blackness of steel and coal towns surrounding Pittsburgh; the up and downness of the Allegheny Mountains; the broadness of the highway through New Jersey into New York City; New York City, massed humanity, and amidst it all a sense of the economic situation slowing down and a feeling of resigned pessimism.

November 3rd saw the results of the elections, municipal and state, throughout most of the middle and eastern United States. In many sections including New York City, Philadelphia, Detroit and Pittsburgh, the campaigns were the hottest of recent years. Calling names and hurling charges of unrighteousness in civic affairs was liberal. One thing that stands out in the Eastern and the Middle United States is the feeling that local government is at very low ebb and that nothing can be done about it. School people, especially, feel that with all their stress upon good government in the schools through the past years little has actually been accomplished. The re-election of Fiorello H. LaGuardia as mayor of New York City is heralded as the victory of a man, who has given and will continue to give honest government. Yet, it can not be said, in the past four years the schools of New York City have been supported as well as they were under the so-called corrupt previous administrations. Such are the inconsistencies of modern politics.

In Philadelphia, the schools are in a tax muddle due to the fact that the mayor attacked the taxing power of the appointed City Board of Education. The mayor won a partial victory. The court held that powers granted to the Board by the State legislature of 1921 and 1929 were unconstitutional and the law of 1919 giving a 60 to 85 cents tax per $100 of assessed realty valuation was the only valid act. Due to increases in school expenditures made necessary by recent acts of the State legislature increasing the age of compulsory education in Pennsylvania, the Philadelphia schools are faced with several million dollars of deficit. A special session of the State legislature may be called to remedy the situation, provided an appeal to the State Supreme Court is not successful. With Pennsylvania turning down an Income Tax Amendment at this last November 2nd election and with the State also turned against a State Sales Tax, property which bears the greater share of the tax load is hard pressed. A reshifting of the tax load seems necessary, but the man in the street, who has the vote, says let someone else pay the bill.

The educational trend of the present time towards integration, unifications, co-ordination or whatever you may call it, has finally reached the institutions interested in the training of teachers. Acquiring units toward graduation or a degree, or passing examinations of primary, elementary, secondary, or of college level, is being looked upon as of past ages. Syracuse University has recently taken a step in the unification of its teaching courses. They have discarded the conventional educational methods, believing that the teacher's basic interest should be in boys and girls rather than in subject matter. Commencing with the junior year, Syracuse University has shelved the organization of material and courses long traditional in teacher-training institutions. This University now requires the junior and senior student to take a single course through the four semesters of the junior and senior years. The objective of the first semester of the unified course is a thorough acquaintance with boys and girls of secondary school age. Physiological, sociological and psychological aspects of adolescence are included in the study. To become acquainted with boys and girls of high school age outside the school environment, each student is required to associate himself with an organized youth group and to aid it in carrying out its purposes. Groups of boys and girls used for this experiment include those of the Y. M. C. A., Y. W. C. A., high school groups, Campfire Girls, Girl Scouts, Boy Scouts, boys' and girls' clubs and rural church groups. One hour of the four hours' credit which the course carries is given for this laboratory work with youth groups. Traditional courses required at Syracuse for granting a State Certificate which are supplanted by this one new course included history of education, principles of education, educational psychology, practice teaching and two courses in methods. Subsequent semesters of this unified course are intended to make the preparation for teaching an integrated whole.

The University of Southern California has been a pioneer in the teaching of the problems of writing and producing in the motion picture industry. This year we find Dartmouth starting for the first time a course in Screen Script Writing. Walter

Wanger, Dartmouth '15, Hollywood producer, will promote instruction in this field as a memorial to Irving Thalberg. The project is being carried on in upper classes of the English Department under the direction of Professor William B. Pressey, who is to be assisted from time to time by writers, directors, actors, producers, censors, camera men and editors sent from Hollywood by Mr. Wanger. There will be courses in playwriting given by Professors Bradlee Watson and Warner Bentley, and in the short story under Professor Stearns Morse.

WITH THE ELEMENTARY SCHOOLS of the country headed, in theory at least, toward individual instruction, which in reality is nothing more than the acceptance of the tutorial theory as the acme of teaching, we find Harvard University extending the tutorial system among its students. The system introduced in 1914 planned to give the same amount of tutorial aid to all students. The new scheme permits the giving of tutorial advice, aid, and instruction to juniors and seniors, to the limit of their ability to receive such help.

AN OUTSTANDING EFFORT of recent years to promote understanding and appreciation of the lands and peoples south of United States in Mexico, Central America and South America, is the series of broadcasts, "Brave New World," under the sponsorship of the United States Office of Education, which is presented on successive Monday nights over the Columbia Broadcasting System. November 1st saw the first of the series. The basic idea back of these broadcasts of the Commissioner of Education and his colleagues is to give an opportunity to the people of the United States to get a glimpse of "the broad sweep of Latin-American history, culture and present-day problems." The programs are being built "around the dramatic lives of the great leaders, statesmen, educators, poets and artists of Latin America from the days of the Conquistadores to the present." The "Brave New World" series is a direct outgrowth of the emphasis placed, at the Buenos Aires conference, on the importance of international understanding—a natural outgrowth of the good neighbor policy.

MORE THAN 6,000 Boy Scouts under the leadership of Daniel Beard, National Scout Commander, made their eighteenth annual pilgrimage to the grave of Theodore Roosevelt on October 23rd last. The late President's seventy-ninth birthday anniversary was on Wednesday, October 27, Navy Day.

PROFESSOR LETA S. HOLLINGSWORTH, educational psychologist at Teachers College, Columbia University, is author of the statement that bright children possess a finely developed sense of humor and are above the average in personality, cheerfulness and good looks. The conclusions of the above statement were the results of a study conducted at Public School Number 500, the Speyer School, in New York City, where for the past two years fifty boys and girls of New York City, between nine and eleven years of age with intelligence quotients of from 130 to 200, have been given studies commensurate with their mental ability. Dr. Hollingsworth finds that rapid learners are found to be large for their age, well nourished and healthy looking. Their bodies, including their heads, are in excellent proportion, while their appearance is found to be better than normal. Their faces are clean cut, heads beautifully molded, and their postures are firm and graceful. They have more delicately formed hands than have average children. The study finds that few disciplinary problems exist among the intelligent children. The pupil-teacher relationship is on a high plane, because the children are more open to reason than ordinary children.

THE PROPORTIONAL REPRESENTATION BALLOT is having its major test in the present New York City election for councilmen. If it proves successful in New York City we may have the spread of this ballot plan throughout the country. The basic idea behind the Proportional Representation Ballot is that it will give representation to minority groups now entirely eliminated by the major parties.

NEW HISTORIES WITH SOCIAL EMPHASIS

FOR THE ELEMENTARY GRADES

SOCIAL BACKGROUND HISTORIES
McGuire

Vivid, dramatic, rich in imagery, here is the daily life of mankind through successive civilizations, from the dawn of time to the present.

"Without a doubt the most beautiful histories ever manufactured for the grades."

The Series:

		List Price
GLIMPSES INTO THE LONG AGO (Prehistoric times to Middle Ages)	Book I,	$ .96
A BRAVE YOUNG LAND (Period of exploration and discovery to end of American Revolution)	Book II,	1.08
A FULL-GROWN NATION (America from 1785 to 1937)	Book III,	1.28

FOR THE HIGH SCHOOL

THE MAKING OF AMERICAN CIVILIZATION
By Charles A. & Mary R. Beard $2.20

Superb in its sweep of the WHOLE of our American heritage.

For further information write to

THE MACMILLAN COMPANY
350 MISSION STREET SAN FRANCISCO, CALIF.

Harvard University has formally adopted the use of radio as an educational device. The move was caused by the response from persons all over the world who had listened to the broadcast of the 300th Anniversary Exercises last year and lectures from the classroom last Spring. During the coming winter the University will broadcast every Tuesday evening at eight o'clock Eastern Standard Time upon 6.04 megacycles. The first address occurred upon November 2nd with a lecture by Professor George W. Pierce, head of the Harvard communication laboratories, on "Super-Audible Sounds." Succeeding lectures of the month are "Reading from Chaucer," on Nov. 9, by Professor Fred N. Robinson; "A Westerner's Approach to Oriental Art," Nov. 16 by Langdon Warner, lecturer on fine arts; a talk on music with instrumental illustrations, Nov. 23, by Professor Archibald T. Davison, university organist and choirmaster, and "The Spirit of Modern Architecture," Nov. 30 by Dean Joseph Hudnut of the Graduate School of Design. In addition, this coming spring will see a special series of broadcasts in connection with the university's program to promote the study of American history among students and the lay public, and there will also be a continuation of the "Great Authors" lectures, dealing with the lives and works of the world's great literary figures.

With the acceptance of the peoples of the world of Radio as one of the prime methods of acquiring information and enjoyment, education experts are of the opinion, that if radio is to be of real educative value the character of programs and the sponsorship of programs will have to go through a revolutionary change. The fewness of real educational offerings is appalling. Most programs are now so tied-up with advertising propaganda by the advertising sponsor that much of the real value of the program is lost. If the clap-trap of some of the most popular programs is indicative of the level the public schools have trained the intelligence of the people, something is amiss in education. What is needed is the sponsoring of a national radio education program, developed in the various fields of life's activities of art, science, government, etc., aimed at various levels of individual growth in which the national government, state governments, universities and colleges, and other educational forces have a co-ordinated part, the cost to be supplied by educational forces rather than by advertisers of commodities.

On October 19th last, Superintendent Joseph P. Nourse of San Francisco presented a full discussion of the problems confronting the public schools of his city and the plans being made for the solving of those problems.

Topics outlined for the year's program of study included: a more satisfactory fulfillment of the intentions of the compulsory education law, study of the curriculum in all schools, better understanding and interpretation of the philosophy of modern education, counseling and guidance, language arts investigation in co-operation with the Department of Education of Stanford University, character traits and ideals, textbooks, libraries, visual education, sight saving, home study, the building program, health and hygiene, reduction of disturbance of sustained classroom activity, selection of teachers, professional advancement of teachers, nursery schools, proper lighting of classrooms, elimination of noise disturbances, better co-ordination between different types of schools, expansion of cafeteria and lunch service, special schools and special classes, building plans and the complete organization of the Junior College, extension of vocation education, plans for the participation of the San Francisco Schools in the Golden Gate International Exposition, an endeavor to prevent juvenile delinquency, traffic safety including traffic school training in automobile driving, emphasis upon English as the spoken and written language, adult education, the creation of greater public interest in the city schools and in school problems, a better understanding between home and school.

The 40,000 educational employees of the city school system of New York City are organizing this year to present to the

The Journal of Geography

Official Organ of the National Council of Geography Teachers

This magazine, monthly for the school year, is devoted to the constant improvement in the teaching of geography. Every teacher of this subject will find aid both as to content and method.

CONTENTS OF A TYPICAL ISSUE

The Leipzig Trade Fairs . . Eugene Van Cleef

The Attributes of Place . . . W. Elmer Ekblaw

The Life-Giving Dead Sea . . . . E. Ray Casto

Alaska-Yukon: Unique Adjustments Yet Unsung . . . . . C. Clifton Aird

Off the Beaten Path to Chihuahua, Mexico . . . . . Alfred Crofts

Editorial Notes and News

Edited by GEORGE J. MILLER
State Teachers College, Mankato, Minnesota

Subscription Price: $2.50 a year. Sent free with membership to the National Council of Geography Teachers. :-: Annual dues $2.00

Published by

A. J. Nystrom & Co.

3333 Elston Avenue Chicago, Illinois

New York State Legislature the needs facing the 1,225,000 boys and girls enrolled in the New York City Schools. The program calls for a concerted effort to obtain State legislation during the coming sessions of this year's legislature to enable the city to build $100,000,000 worth of new school buildings, materially reduce the size of classes and provide free kindergartens for thousands of children. When the legislature convenes in January the New York City group will sponsor a bill asking for $200,000,000 for school buildings, half of which to go to New York City and the other half to the rest of the State. Another bill will deal with the reduction of the size of classes. The bill to be introduced will seek the reduction of senior high school classes from 31 to 28 pupils, junior high school classes from 35 to 32, and the bill will urge that no class in the elementary school be more than 35 pupils. A third important measure will propose that the state aid the city and maintain an adequate kindergarten system.

WITH PROPAGANDA of all types and degrees rampant throughout the world today we have finally the newly organized Institute for Propaganda Analysis, Inc. to give us aid in detecting the various kinds of propaganda surrounding us. In this organization's second monthly letter issued October 29th, titled "How to Detect Propaganda" seven devices of the propagandist are given. They are the name-calling device, the glittering generalities device, the transfer device, the testimonial device, the plain folks device, the card-stacking device and the band-wagon device.

DR. EDWARD E. WILDMAN, Director of Science of the Philadelphia public schools, is the author of a book dealing with "Our Changing Seasons," which will soon be published by Thomas Nelson & Sons as one of the new titles of their series "Our Changing World."

MISS MERLE GRAY, for the past few years primary supervisor of the Hammond, Indiana, schools will have entire charge of the supervision of the elementary grades for the present school year. Miss Gray, previous to the coming of Miss Hazel Floyd as intermediate grade supervisor, had charge of these same grades. Miss Gray has served for more than a decade as teacher and supervisor in Hammond, where under superintendent Lee L. Caldwell much definite educational progress has been made.

MISS HAZEL FLOYD, for several years intermediate grade suvisor at Hammond, Indiana, this year accepted the position as Director of Elementary Education of the Teachers College at Nacogdoches, Texas. Miss Floyd is a Texas girl with varied experiences in educational work throughout the United States. For a period she was at the University of Southern California under Dr. Lester B. Rogers, Dean of the College of Education, as head of that university's elementary training school.

THE PROFESSIONAL AND SCHOOLS LIBRARY of the Philadelphia Public Schools, located upon the third floor of the Philadelphia Administration Building, 21st and Race Streets, is in keeping with the magnificence of this building in its appointments and equipment. Miss Ada F. Liverright is Director of Libraries for the public schools of Philadelphia.

THE ALLENTOWN PUBLIC SCHOOLS under Superintendent W. L. Conner have this year outlined a broad program leading toward educational advancement in various fields of public school endeavor. Work is being done upon a social studies program from the kindergarten through the high school in co-operation with the State Department of Education of Pennsylvania. Results of this study will be used by the Pennsylvania State Department in determining a state course in Social Studies. In the field of junior and senior high school science, work is being done upon courses for various types of ability. In health education the attempt is being made to translate health instruction into health action. An experiment is being made in the development of character and school citizenship by following in two of the Allentown schools the same procedure that has proven so successful in the Paul Revere School in Cleveland. Again, in regard to the health program, races are being run in the various schools to see which school can achieve specific corrections in the shortest time. Tuberculosis testing of all high school pupils is now being carried on, and in addition, one of the biggest things attempted is a survey of all of the handicapped children of the city and a setting up of the needs for special education. A remedial reading program is being undertaken to lessen the withdrawals from the junior and senior high schools because of lack of reading ability. One of the greatest features of the present school year was the co-operation of all groups in the city in the survey of the needs of vocational education. Giving full aid to this work were the Chamber of Commerce, the Central Trade and Labor Council including both the A. F. of L. and the C. I. O., and the Co-ordinating Council of 22 Women's Clubs. This was the first time such co-operation had ever been achieved in Allentown. The survey has a three-fold approach: to determine the need of vocational education for the full-time high school pupil, the need for evening and Saturday classes for pupils of high school age and for apprentices not of high school rank, the third for advanced technical training for junior technicians. The Board of Education has voted to double the capacity of the Boys Trade School and has in addition voted for the establishment of a Girls Trade School.

HOTEL SUTTER

European Plan

A Modern Fireproof Hotel
One Block From the Center of Down Town
Shopping District, San Francisco

Chinatown and Famous Restaurants
Within Walking Distance

Convenient to Garages

Street Cars Direct to Door From Ferry Station
and Southern Pacific Station

Located At

SUTTER AND KEARNY STREETS
SAN FRANCISCO

REASONABLE RATES

Room Without Bath	Room With Bath
$1.50 per day	**$2.00 and $2.50 per day**

A Hotel of Friendly Personal Service
of Continental Flavor

250 ROOMS

Management SAM D. ADKISSON

THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER PUBLISHING COMPANY—*Owners*

MORRIS WAGNER, *President*

IRMAGARDE RICHARDS, *Editor* MARGARET MOWRY, *Assistant Editor*

Publishes the official news and articles furnished by the Superintendent and other members of the State Department of Education.

News and articles of interest to school administrators, trustees, and teachers.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

THE ANNUAL CONFERENCE OF SUPERINTENDENTS, SUPERVISORS AND DIRECTORS

Dr. Walter F. Dexter, at the Fairmont Hotel, San Francisco, October 27 to 30, presided over the first annual superintendents' conference of his administration as Superintendent of Public Instruction for the State of California.

It was just nine months since Dr. Dexter was presented to the educators of the state as their new head, at the February Conference called by the State Department. The attitude of friendly welcome which was the note of the February meeting had obviously settled in the intervening months into a relation of solid confidence and cordial co-operation between a leader already tried and proved, and the great organization of school people throughout the state.

His administration has not had entirely clear sailing. But the course Dr. Dexter has charted through opposing issues seems to have won support for his policies. In his opening address to the conference, Dr. Dexter spoke on "Problems Confronting Education in California." In presenting these problems he made it clear that he leans heavily upon the advice and counsel of those associated with him in his administration, men and women selected as experts in their respective fields. But "in parenthesis," he said he could not accept direction from other groups of persons, either within or outside the school system, who might wish to influence the policies of the schools.

John A. Sexson followed Dr. Dexter on the program of the opening session speaking on the topic "Problems Confronting Education in America." He presented as the outstanding problem: schools must somehow keep up with the amazing and rapid changes in our social setting resulting from technological developments. The schools must not only keep up—they must foresee the coming changes and prepare the oncoming generation for the world in which they will function as adults.

Considerable activity was in evidence during the conference in support of the candidacy of John Sexson for the presidency of the American Association of School Administrators. He is at present the president of the California Teachers Association and his popularity in this office ensures him the enthusiastic support of California's votes in the national organization.

This year the Supervisors Association met with the Superintendents in this annual conference. Group sessions both of superintendents and of supervisors met during the afternoons and Friday morning. These sessions devoted to special interests were so numerous and, each in its field, so significant, that it is impossible to give even a resume of the topics discussed.

One section, very well attended, was organized around the topic "Evaluating the Administrative Program." Kenneth E. Oberholtzer, Superintendent of Long Beach City Schools, presented a business like set of criteria for evaluating administrative success. Superintendent Oberholtzer in this talk made his initial bow to the administrators of California. He is a newcomer to our state, transplanted from Texas. His obvious command of the working essentials of his job made a favorable impression, and California hopes he will strike permanent root in our state.

This same session was enlivened by the discussion from the floor of various aspects of administrative success or failure. Mrs. Dorothy Dierke, Principal of the John Swett School, Oakland, spoke on the program from the point of view of the classroom teacher, and in a barrage of challenges from the audience defended her criticisms of administrative procedures with quick wit and sound good sense.

A general session, Thursday morning, was devoted to a discussion of outstanding curriculum programs going on at present in various parts of the state. The Oakland program was described by Superintendent E. W. Jacobsen. Floyd F. Caldwell of the Chico State College described the program as it works out in a rural region, Butte County. The well known combination program of Santa Barbara City and County was ably presented by Superintendents Warren and Edwards. San Diego curriculum plans were discussed by Superintendent Crawford.

A convention feature that seems to be of increasing interest lately is the demonstration of visual aids to teaching. Beautiful and effective pictures—prints, photographs, and moving pictures were much in evidence, both in special sessions and in the lobbies. One very effective demonstration of the usefulness of the moving pictures in education was a film run before the last session, the general conference of the supervisors, presided over by Helen Heffernan of the State Department. This film was made in the Santa Monica schools. It showed the children in their activities from day to day. It presented a clear picture of the setting and materials of a modern progressive school, and the children freely working out their problems in happy co-operative groups.

The new officers elected by the California Association of Public School Superintendents were Ira C. Landis, President, Riverside; Pansy Jewett Abbott, Vice-President, San Mateo County; William G. Paden, Secretary, Alameda; Robert B. Walter, Treasurer, San Gabriel.

The supervisors now include in their association, city supervisors and directors of instruction. This enlarged group recently affiliated with the Department of Supervisors and Directors of Instruction of the National Education Association. The California group, when it came into the national organization, was admitted as the second largest affiliated group in the United States. The California supervisors and directors are organized in five regional groups: Northern, Bay, Valley, Central Coast and Southern. At the business meeting of the association, during this conference, the officers then incumbent were re-elected to serve the coming year, because, due to the reorganization, they had not served the full terms for which they had been elected last February.

A feature of the convention that received favorable comment was the music provided at the general sessions by San Francisco students under the general direction of Charles M. Dennis, Supervisor of Music. All programs came up to a high standard. The music of Saturday morning especially seemed far above average for young amateurs.

A report of two of the very interesting group meetings of supervisors will be found in the Library News Department.

There was a general feeling of satisfaction expressed with the plan of holding the superintendents and supervisors conference in joint session. It brought together in a broad way the responsible leaders in the educational field and those on whom they must depend to make their leadership effective.

All who attended the four days sessions were appreciative of the fine valuable programs prepared by Superintendent Dexter and the State Department. There was no less a feeling of appreciation for this opportunity of widened fellowship and of a strengthened sense of esprit de corp among the leaders of our state educational program.

SCHOOL TRUSTEES MEET

By Florence C. Porter

The Seventh Annual Convention of the California School Trustees Association was held October 8 and 9, in the Municipal Auditorium of Fresno. Several hundred trustees from various parts of the state were in attendance and pronounced it a very successful conference. The entire program was arranged to present matters of vital interest to trustees, whether they represented large or small school districts.

Doctor Walter Dexter, State Superintendent of Public Instruction, gave an inspiring address on the subject "The Trustees' Responsibility to his School District." Doctor Frank Thomas, President of Fresno College, held the interest of the entire audience as he graphically described procedure in the colleges of today in the selection of students for teacher training. Trustees are especially interested in developments of this kind because of the fact that one of their main responsibilities is the selection of properly trained teachers for their schools.

"Vocational Education" and "Vocational Rehabilitation," "Safety in Schools", "Centralized Purchasing of School Supplies," "School Insurance," and "Visual Education" were other topics ably presented by speakers eminently qualified to handle these subjects.

Of immediate value as well as utmost importance was the challenging presentation by Doctor R. S. French, President of the California School for the Blind, and Mr. Leo Gianini of Stanford University, on "Conservation of Sight." Proper lighting of school rooms was demonstrated and Doctor French from his vast experience in handling blind students and students with impaired vision, proved the imperative need of closer attention to the planning of school rooms.

The final program of the convention consisted of a panel discussion on the subject "Pupil Transportation." This was presented from four angles and resulted in an animated general discussion afterwards, during which valuable suggestions for future methods were made.

Music for the convention was outstanding in quality and was presented entirely by Fresno County High School groups. The Selma High School band consisting of eighty-four pieces greeted the first arrivals on Friday morning and other equally interesting musical presentations were made throughout the convention.

The new officers of the California School Trustees Association are: G. Levin Aynesworth, President, Fresno; George Wells, First Vice President, Santa Ana; E. W. McDermott, Second Vice President, Pittsburg; Mrs. I. E. Porter, Executive Secretary-Treasurer, Bakersfield; John J. Allen, Jr., Junior Past President, Oakland.

THE INAUGURATION OF A SOCIAL STUDIES UNIT

By FORREST C. MICHELL, *Grant School, Oakland*

Readers will find in the September issue of the* Western Journal of Education, *page 12, a brief report of the Demonstration School conducted last summer at the University of California. This report may be of interest in giving in more detail the setting for the unit which Mr. Michell has described for us. Few teachers, we guess, are faced with a more difficult situation than the one in which this unit took form, and in which it developed to such satisfactory outcomes.

There will be nothing of philosophy or generalization in this account. The only matter discussed will be the actual happenings in the sixth grade class at the Demonstration School of the University of California during the Summer Session of this year.

The make-up of the class was quite unusual. The children came from many parts of the United States; less than one-third of them were natives of California. Only seven had ever been in the Bay area before, and only five were residents here. Inasmuch as we were trying to exemplify the integrated program, it was necessary to teach this group, who were accustomed to a more or less formal classroom situation, how to use its new freedom. Liberty alone is most unsatisfactory; in our democracy, freedom is only half of a larger thing, the other half of which is responsibility. All of the teachers in the school encountered this same problem: how to be free and responsible.

It is always desirable to have the children really want to do whatever unit of work is chosen. If this responsible attitude toward work is not taken, the unit will immediately fail, or else it will become teacher dictated, teacher motivated, teacher directed. To secure this attitude, children must feel that the unit undertaken is meaningful to them, and that the outcome will be useful or worthwhile. For that reason the class must choose, or the children must choose, that which they wish to study. It is not possible, moreover, to choose wisely unless one knows the different things from which to choose. Thus the first few meetings of the group were devoted to general experiences in the wide field of the life of our Bay area, which it was hoped would stimulate questions. These in turn would lead to several different problems on which we could work in the school room. The class was taken to the Port of Oakland, where ships were being loaded and unloaded, where men were handling goods, and where California products bound for various ports were passing products from other parts of the world coming to this country. On this trip, also, we watched the sea gulls and noted the high and low tide. We gathered sea shells and we saw the buoys and other essentials of a busy port. We were looking for any lead that would indicate child interest, and childlike desires to learn.

When we came back to our room the discussions carried on by the pupils indicated a preponderant interest, not in boats, not in goods, not in imports and exports, but in birds, tides, insects, and other items usually considered as part of our science program rather than of our social studies program. For that reason the class began a science unit, much to the discomfiture of the teacher who was prepared in library, reference, and visual materials, for a social studies unit, and who had visitors watching progress, or lack of it.

The science unit began with the collection of items for a museum table. We made the necessary butterfly nets, display racks, killing jars, and labels, and we also borrowed many pieces of equipment. On each of our visits to the hillside back of our school, from which there is an excellent view of the bay area, we always took time to talk about boats, trade, goods, and sea life, but there was no response strong enough to justify a change from science to social studies at any time during the first two weeks. Our science unit was expanded to include fish, frogs, bees, insect homes, living conditions, and a consideration of the value or harm to man. Gradually, several students came to the end of their initial interest in science. They began to feel less thrill in chasing a specimen to add to their collections, and they took less pride in correctly labeling the items shown. For these children, science was becoming less and less vital. Failure was at hand unless new challenges could be encountered. Of the children who were decidedly interested in science, one or two began to study and talk about barnacles. The class became interested. Further study took us again to the Bay area. We went at low tide to see the growth on the piles which support the wharves of the Port of Oakland. We saw these, as well as some barnacles on the discarded ferry boat tied up there. On the spot we heard the report of two boys about the cost in inefficiency of operation that barnacles cause, and about the various ways of getting rid of them. The more we talked about hulls, rudders, and anchors, the more we became interested in boats, foreign and domestic. These had been seen before, and we had talked about them, but now it came to our notice for the first time that there were differences in size, differences in flags, differences in top structure, and so on. We began to wonder where these boats were going, or coming from, why lumber was chained to so many top decks, what they were carrying, why tugs pulled or pushed them around, and many other whys. At this point, almost midway in the summer session term, the real social studies unit was born.

Our class work from this point on consisted of choosing a crew, of building a boat, of designing flags, funnel colors and boat colors, of planning a trip, and of studying about the goods to be carried to and from the United States on our trip. The group of boys and girls who became the crew had to find out how boats are run, how they are inspected to see that they are seaworthy, and how the seas are kept as safe as possible for travel and trade even in the worst of weather.

The crew was made up of a Captain, two Mates, Sparks (the radio operator), a Chief Engineer, a Chief Cook, and deck hands. The Captain took charge and saw that everyone worked to gather information in his own field. Caps for the officers were made by a group of girls who hadn't yet taken any responsibility for planning the trip, which was the group they had chosen to work with. (Later they did work with this group.) The Chief Engineer, a girl, justified the faith her friends had put in her by giving an excellent account, in drawings and pictures, of how a marine steam engine works, and of how the engineer carries out the orders from the men on the bridge. If additional time were available, the next step would be to study about Diesel engines for marine work, and then to compare that type of engine with the steam engine. The engineer would also go into the repair of breakages at sea, into the cost of fuel for Diesel engines and for steam engines and into the history of boat propulsion, if time were available.

Sparks reported on the use of radio in finding locations as well as in sending and receiving news. He reported on three or four thrilling sea rescues he had read about, which had been made possible by the use of radio apparatus. It was he, too, who brought in the news that on a certain day of the third week of school an anniversary of the Coast Guard service was to be celebrated. A trip to see the Coast Guard boats, and to talk to an officer whom Sparks had contacted, followed this report. It was Sparks, also, who tuned in the radio to a program from San Francisco during which a message from the President of the United States was read to a Captain of a well-known San Francisco shipping company's boat. This captain had bravely stood by a South Pacific island during volcanic disturbances to rescue the fleeing inhabitants. After the broadcast, Sparks retold the story of the rescue, and was aglow with enthusiasm. These two occasions were high points in his young life. (Incidentally, attention to the tapping out of telegraph messages is a help to that type of slow-learning speller of which Sparks was an example.) Later on the class demanded of Sparks, who was inclined to take things rather easy, that he prepare a daily News Letter of at least five world happenings. He did this, and still seemed to have time to himself, so the class demanded, during its next evaluation and planning meeting, that he report to the Captain for Captain's Orders during at least forty minutes each morning. Thus for the last week of our term, Sparks was a busy boy, and a happy one.

The two Mates' specialty was the use of coastal lighthouses, weather bureaus, maps of many different kinds, etc., as these things assist sea travel. Additional time would have brought the construction of maps and charts to show the value of knowing coastal and ocean geography, and the topography of the ocean floor in successfully navigating a boat. This study involved the use of the echo sounding depth finder, the use of trade winds and the knowledge of their general directions, and the use of lookouts who have keen eyes and ears. Buoys, sounding boards, channels, light ships, radio beacons, sea lanes—all these and more were covered.

The construction group, many of whom were very poor readers, encountered a great deal of arithmetic. In our room we had a model of a modern freighter loaned to us by the Oakland Public Schools. It was about two and a third feet long. This group had somehow chosen twelve feet as the size of the boat model they wished to construct, so there was extended use of scale and proportion. From the laying of the keel, to the final touch on the top structure, figuring and refiguring were prominent. This group also had to make the winches, booms, pulleys,

and hatchways. They measured the saving in lifting force made possible by the pulley; first, they lifted directly, then by means of one pulley, and then by two. Quite a chart was developed, and its variation from the arithmetical expectation was laid to friction. The frame of the boat was planned as follows: One of the boys had drawn a life-sized picture of the two-foot model in the room. With chalk a boy drew in the skeleton framework, necessary to the boat. By measuring each piece of this chalk framework, and then multiplying by five (the result of our work on scale), a very serviceable framework of girders was cut and put together. The boys used discarded lath and other waste lumber. It was not intended that the boat should float, but only that it should look like a liner, and that its cargo-loading machinery should really work. To cover the framework of the boat waste cardboard boxes were collected and cut into standardized lengths. The pieces, the size of which was previously determined by more calculation, were to be the plates; they were riveted into place by paper fasteners, and they gave a very hull-like appearance after they were painted.

The group that undertook to plan a trip for our boat, decided that our trip, after consultation with the class in its regular meeting, should begin at the Golden Gate, take us to a western Mexico port, through the Panama Canal, thence to the mouth of the Mississippi, and end in England or a Scandinavian country. The ports of call finally decided upon were Mazatlan, the two Canal ports, New Orleans, Liverpool, and Oslo. This group planned the cargo we must load in Oakland for discharge at Mazatlan, and the cargo to be picked up from Mazatlan for the United States. They found out the same information for each of the other stops.

Some of the culminating activities included the crew's report, en route to Mazatlan, on the use of depth finders, charts, maps, etc., and the Tours Committee's report on what we would see in Mexico. This report included dances, music, schools, shops, occupations, homes, and clothing. Home-made slides, home-made flat pictures, borrowed visual aid material, and stories, helped to portray Mexican life. The group danced and played some of the characteristic things travelers might see and hear. The dance was an original rhythm worked out by four girls to the melody of "La Paloma." All of the class, led by this group, learned several sea songs, and two Mexican songs.

Another culminating report was that on the Panama Canal. With pictures and diagrams it was shown how the Canal works, how much it costs to go through it, and how much time is taken. It was at this point that we finally found the answer to a question raised nearly three weeks previously, namely that vessels had to pay the government only on the tonnage carried below decks when they go through the Canal. Thus all the lumber we saw chained to the decks was allowed free passage.

And so the unit went, very much the same kind of activity being planned for each port of call. Because of the short time, more things were left undone than were done. The science unit, which was the spring board from which we jumped into the boat unit, did not die as immediately as this account suggests. Often specimens would be brought in, and these were discussed and exhibited as before. Less and less attention was paid to this work, however, so that its activity dwindled.

Even though the above paragraphs indicate that the unit was the most important thing that went on in the class room, that is not true. The item uppermost in the teacher's mind was the adjustment of personalities to each other and to the group. There were several so-called problem cases in the class. That is why these children were sent to the school. It was the character development of these boys and girls that was the vital thing. From the first we tried to promote co-operation, insure positive attitudes, encourage self-expression in the timid, encourage reflection in the forward, and so on. Our set-up allowed for a maximum of free time, so all students had ample opportunity to display their traits. Slovenly work habits, unfavorable attitudes, lack of planning, satisfaction with mediocre results, and destructive handling of materials—all appeared wherever these habits were being established. Our set-up provided teacher time to talk over these traits with their possessors more at leisure and more in private than is possible in all situations. Such guidance is direct teaching in the things most needed by individuals. It is not like teaching formal arithmetic, and then hoping that the training in accuracy and promptness will transfer itself neatly into daily life. It is not like teaching American history and then hoping that fair play, honesty, and democracy will transfer themselves neatly into the daily behavior of the pupils. It is direct teaching in personality adjustment, and it is in the concrete terms of how one has just handled a book, or just treated a piece of work, or just acted toward some one else. It is direct guidance in how to enjoy the work of others, how to share, how to co-operate, how to discuss differences, and how to solve problematic issues.

This type of teaching is different in another respect. Some of the daily instruction needs are not predictable, and thus not planable. One can never tell when a child is going to refuse to see the other fellow's side, practice sabotage, or any of the other less desirable things. For that reason the daily program is necessarily fluid, so that special attention can be given to the all-important development of behavior traits and attitudes. Progress in these respects can be made, much more than was exemplified at Berkeley this summer, by the integrated program, no matter what the subject matter.

ST. GERMAIN RESTAURANT

60 Ellis Street, San Francisco

Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.

Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00

Phone: SUtter 2980

THE PROBLEMS OF TEACHER EDUCATION

By Walter F. Dexter,
State Superintendent of Public Instruction

The proposal of Dr. J. B. Sears, Professor of Education at Stanford University which was reported in the October, 1937, issue of *The Western Journal of Education* merits serious consideration by educators. No problem in the entire field of education is more urgently in need of constructive analysis and concentrated effort than the problem of teacher education. A nation-wide study, of the scope proposed by Dr. Sears, should be exceedingly significant.

An awakened public understanding and appreciation of the social importance of teacher education is indispensable to progress, first, in order that the highest type of young person may see in education an opportunity for service unsurpassed in any other profession and secondly, that support of teacher education may be sufficiently liberal to attract and to maintain faculties of unquestioned leadership in all institutions responsible for the professional preparation of teachers.

A cursory examination of the problem reveals certain unmistakable needs. The program of teacher education should equip prospective teachers with a scholarly background for the experiences in which they will guide children and young people. It should establish in them a genuine understanding of the nature and needs of developing human beings by means of guided observation of children at all levels of maturity. On the basis of such observation and study of the needs of the organism, prospective teachers should be trained to provide curricular, instructional and guidance services conducive to the development of integrated personalities. The program of teacher education should equip teachers with skill in those techniques which stimulate creative expression. Above all, it should set in motion the teacher's own dynamic interests in the problems of children and in the problems of society in order to assure continuous growth in power to meet individual and social needs.

The education of teachers should find its basic orientation in the activities of the community and should be realistically attuned to contemporary living. Such a statement implies far more than an academic consideration of social and educational institutions. It implies provision of opportunity for actual participation in the civic, recreational and social service agencies of the community. It implies opportunity for directed teaching in public schools in which the highest educational standards are maintained. It implies that young teachers will be inducted into service by a program of guidance, follow-up and continued training during a competently supervised interneship.

The problems in teacher education are too important to be ignored. They demand profound and comprehensive study and experimentation not only in California but throughout the nation. Dr. Sears is to be commended for the constructive proposals he has presented for the consideration of educators. The stake of the state and nation in the professional education of teachers is too great to require less than the concerted effort of all in solving these problems.

LIBRARY NEWS DEPARTMENT

MABEL R. GILLIS
State Librarian

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

Annual Meeting, Oct. 23-24, 1937, Tulare

By ELIZABETH PATTON, *Librarian Garfield Junior High School, Berkeley*

Under the leadership of Jewel Gardiner, president, over a hundred school librarians and outstanding educators were brought together for this Annual State Meeting of the School Library Association of California. Much credit is due Mrs. Edith Schroeder, librarian of Hanford Union High School, and Cora L. Beers, of Tulare Union High School who had charge of local arrangements. The hospitality of the community prevailed throughout the sessions. Music furnished by pupils of the High School at lunch and dinner was greatly enjoyed while a trio of unusual talent from Exeter delightfully entertained us at breakfast. Door prizes contributed by local merchants were appreciated and created much merriment since tickets for these were awarded only to those arriving on time at meals. The Chamber of Commerce extolled the importance of Tulare products by furnishing everyone with souvenirs. The unique and attractive table decorations were arranged by Miss Moriarty and her class from the Home Economics Department of the high school.

The convention opened officially Saturday morning with a meeting of the State Executive Board consisting of the state officers, the retiring president and presidents of the Northern and Southern Sections.

The banquet room of the Hotel Tulare was the scene of the Get-Together Luncheon. After a few words of welcome Miss Gardiner introduced the guests and section chairmen of the afternoon meetings.

Section Meetings

Saturday afternoon was devoted principally to Section Meetings in the beautiful new Tulare High School.

The Elementary - Junior High School Book Clinic, directed by Margaret Girdner, proved to be a timely and interesting discussion centering around these questions: What points are important in selecting books for children? What is the material out of which children's books are made? To what extent can a book be realistic without becoming sensational? Can a book be informational and inspirational?

Entering into the discussion were Doris Gates, of the Children's Department of the Fresno County Free Library, Louis Freedman of the Macmillan Publishing Company, who told of the publishers' problems, Jasmine Britton, who spoke from the viewpoint of one who works with children in the school, and Frances Clarke Sayers from an author's point of view, and Helen Heffernan from an educator's standpoint.

Mrs. Sayers spoke of her widely discussed article "Lose not the Nightingale" which appeared in the July-August Horn Book and the A. L. A. Bulletin for October. In answer to the second question Mrs. Sayers said, "all material is suitable for children if it comes from the author's experience." She used her "Blue Bonnets for Lucinda" as an example.

"Red Jungle Boy" and "Gay Neck" were the two books named by Miss Girdner as informational and inspirational. Discussion touched all points of reading guidance but no conclusions were reached. It was fairly well established that the school librarian was in an especially strategic position to see that no group of students was neglected, "neither the aristocratic" to quote Miss Britton, nor the group that needs special consideration for remedial attention.

The Library and Book Appreciation

The practical means of attaining appreciation of books was the keynote sounded by Marjorie Van Deusen, leader of the Senior High School group. Discussion brought forth many challenging questions as to the selection of thought provoking books of positive values.

The topic, "Reading Guidance?" was developed by Louise Roewekamp through a consideration of a series of questions dealing with the clarity of definition, the saneness of approach, and the groups of people to be directed. Suggested evolutions of guidance included those by way of reading courses, browsing rooms, book lists, posters, book jackets, display racks, inspiring book talks and by "what next" cards. The goal pictured as most to be desired was that of reaching progressively higher levels of reading, at which there is attained a true discrimination in book selection which leads to a lasting enjoyment and to a feeling of an "at-homeness" in the world of books.

Mrs. Maurine Hardin brought helpful suggestions as to the actual working procedure in the University High School of Oakland, where a wealth of material is made readily available. This speaker clearly outlined the functioning of the recreational reading room, the "tray unit" system, and the use of books by class groups and committees. Other phases mentioned were the displays of hobbies and leisure time interests as well as general co-operation with various individuals and groups, by the use of bibliographies, timely notices, and special reserve shelves. Among the devices for furthering reading, cleverly designed book cards and book marks containing provocative titles were suggested.

The articles, indicating the "ten elements of ease and difficulty in children's reading," as published by the research department of the University of Chicago Library, were cited as a helpful source of information. Other pertinent material mentioned was that dealing with the "what next" cards discussed in the September issue of the "Wilson Bulletin," the summary article in the July "Library Journal" treating of the sociological factors affecting the rate of reading of high school students, and finally the Frances Clarke Sayers' article "Lose Not the Nightingale," in the July-August Horn Book.

Junior College—State College Section

Ardel Thompson directed the Junior College - State College Section, which was almost entirely devoted to the discussion of the disposal of Carnegie funds granted to several of the colleges. Interesting reports on expenditures of these funds for the greatest need of each college were given by Elizabeth Neal, Compton; Ardel Thompson, Modesto; E. Ben Evans, Bakersfield; Elizabeth Rutan, Yuba County Junior College, Marysville.

Professional Committee Meeting

The Open Meeting of the State Professional Committee followed the section meetings and was called to order by Elizabeth Neal, chairman, in the auditorium of the Tulare High School. Miss Neal reported that the December issue of the California Journal of Secondary Education would be devoted to a symposium on the "Secondary School Library." She stated that she had been invited to contribute an article summarizing certain findings of the "Survey of Secondary School Libraries," and had chosen "Periodical Collections in Secondary Schools" as her topic. She also stated that the other business of the meeting would feature a progress report from C. F. Muncy on the "Survey of Secondary School Libraries."

Mr. Muncy announced that the Steering Committee appointed at the Hanford meeting would be continued until the printing of the report in about two months and he presented the principal findings from the following three chapters of the Survey Report: "Book Collections and Material," "The Librarian and the Library Staff," "Financing the School Library."

Banquet Meeting

The banquet Saturday evening was one of the highlights of the convention. Miss Gardiner introduced the following guests: Frances Clarke Sayers, author; Mabel Gillis and Eleanor Hitt of the State Library; Jacob Neighbor, Principal of Hanford Union High School and Mrs. Neighbor; and the School Library Association state and section officers. Mrs. Flora Wilder, assistant principal of Tulare Union High School, gave the delegates a cordial welcome and paid a high tribute to the work being done by school librarians.

The guest speaker was Helen Heffernan, Chief, Division of Elementary and Rural Education, State Department of Education. Miss Heffernan, who always has a message of vital interest, chose as her subject, "Is the School Librarian's Job Creative?" She read many poems written by children of different ages from various schools throughout the state—excellent examples of creative work.

Breakfast Meeting

At the breakfast meeting Sunday morning Miss Gardiner presented W. B. Knokey, Superintendent, Tulare Union High School, and Mrs. Knokey. Mr. Knokey expressed his delight at having the convention in Tulare and was especially glad to have the sessions held in the new high school.

Dr. Leon Carnovsky, of the Graduate Library School, University of Chicago, visiting lecturer at the University of California School of Librarianship, was introduced by Eleanor Hitt. He spoke to us on "Certain Aspects of Children's Reading." Dr. Carnovsky's subject was based on a survey of children's reading made a few years ago in the Chicago area. It was divided into three parts: 1. What the children had read over a period of one week; 2. Was the reading done in connection with school work or voluntarily? 3. Where did the books and magazines used come from?

The results of the returns from fifteen thousand children were most enlightening. It was interesting to note the Alcott books headed the list in popularity. It also re-

vealed most reading was done in the fifth grade and the least in the first year of high school. The answers to the third question indicated that children read what is most easily available and that we should have books we wish children to read in places most readily at hand.

Business Meeting

A short business meeting consisting of Reading of the Minutes of the last Stated Meeting held in Fresno; Treasurer's Report; Report of the Committee on Resolutions and plans for the State Bulletin of the School Library Association by the Editor, Mrs. Teresa Fulford, brought to a close a most successful convention. The state officers are President, Jewel Gardiner, Teachers Professional Library, Sacramento; Secretary, Jeanette Vander Ploeg, Assistant Librarian, San Jose State College; Treasurer, Clara Purdum, Florence Nightingale Junior High School, Los Angeles.

Conference of School Superintendents and Supervisors

Two section meetings of special interest to librarians were held at the Conference of Superintendents and California School Supervisors Association in San Francisco in October. One was on "The problem of providing adequate instructional materials in rural schools" and the other considered the same problem in city schools. On the program concerning rural schools, Eleanor Hitt, assistant state librarian, covered the subject of providing book service, and Lelia Ann Taggart, general supervisor of Santa Barbara County Schools, spoke on providing visual and auditory aids. Miss Hitt gave a brief history of school library service before and since the advent of county library cooperation and then sketched present day problems as well as future possible developments.

Miss Taggart spoke particularly of the recent growth of the picture collection for the use of the schools in connection with their centers of interest, explaining how the Santa Barbara collection had been built up and how it is administered. She touched more briefly but very helpfully nevertheless on the use of phonograph records and radio in classroom work. Two county librarians, Jessie Lea of Contra Costa County, and Gretchen Knief of Kern County, and three supervisors, Henry F. Bishop, General Supervisor, Fresno County, Bessie C. McCabe, General Supervisor, Santa Clara County, and Margaret Van Voorhees, Supervisor of Physical Education, San Diego County, were on the panel, and their comments and questions led to lively discussion in which many in the audience participated. The speakers introduced and the discussion directed most ably and understandingly by Minnie Lee Richmond, General Supervisor of Butte County.

Those taking part in the section on "The Problem of Providing Adequate Instructional Materials in City Schools" were Leo Baisden, Assistant Superintendent, Sacramento, who spoke on book service, Margaret Girdner, librarian Galileo High School, San Francisco, on The High School Library, and Elizabeth Sands, director of instruction, Section VI, Los Angeles, on Visual Aids. Mary F. Mooney, Supervisor of Texts and Libraries, San Francisco, presided. There was no group designated to comment on the points raised but an interesting discussion from the floor followed the presentation by the speakers.

Many librarians were in attendance at this conference on Thursday and Friday and some for the entire session.

A Visitor from the American Association for Adult Education

The State Library and the libraries of Solano, Alameda, Ventura and Los Angeles counties were fortunate in having as a visitor this past month Marion Humble, Field Representative of the American Association for Adult Education who is making a study of adult education through rural libraries. She was greatly interested in the work in California carried on under a plan instigated by the American Home Economics Association and called Home Economics in Education through Libraries.

The national chairman of the committee in charge of this work is Harriet G. Eddy, State Home Demonstration Leader, who is also state chairman for California. Acting with her on the California committee are Mabel R. Gillis, State Librarian, and Maude I. Murchie, Chief, Bureau of Homemaking Education, State Department of Education. Briefly the plan includes co-operation of librarians, home demonstration agents and home economics teachers in promoting a greater use of books on home economics and related subjects. This is done by issuing lists of books, talks at home department, farm bureau and club meetings, and by making the books easily available. Much fine work is being done by all the agencies concerned and results are already of considerable importance. Miss Humble was able to visit the Solano County Home Department's annual play day, at which Edith Gantt, county librarian, talked about the county library's part in making home economics books easily secured, and a home department meeting to which Miss Gantt took a collection of books about each of which she commented briefly.

In Alameda county, Miss Mary Barmby, county librarian, was proud to show Miss Humble her Sunol Branch where a discussion group is entering its seventh consecutive year of activity and two other rural communities, where such groups are of more recent development.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(State Accredited)

Day Classes in preparation for the commercial and industrial art professions, the fine arts, and teaching the arts and crafts.

Evening and Saturday Classes for adults busy during the day, and for teachers and children in school throughout the week.

After-School Teachers Class. A course in color and design planned for class-room use. Ethel Abeel, Instructor. Tuesdays, 4:15 to 6 p. m.

Write for Circular

F. H. MEYER, *President*

Broadway at College Avenue
Oakland, California

"They certainly are the answer to the teacher's prayer for well-organized, clear-cut, lucid books suitable for the middle grades" is one teacher's characterization of the

Kelty Histories

Use these popular histories and watch interest go up and failures go down in your classroom. . . . Their human, colorful narrative makes history interesting. . . . Their effective teaching plan and simple vocabulary make history easy. . . . A complete program with textbooks, pupils' guides, and teachers' manuals.

Three Attractive Books

HOW OUR CIVILIZATION BEGAN

THE BEGINNINGS OF THE AMERICAN PEOPLE AND NATION

THE GROWTH OF THE AMERICAN PEOPLE AND NATION

Ginn and Company

45 Second Street, San Francisco

DEALING WITH YOUTH PROBLEMS

The three articles grouped under this heading, although they came in from different sources, form an interesting commentary on how our schools are dealing with problems that are so often under fire today. The first article might be called the prophylactic method, and the others, the remedial methods of meeting youth problems.

Boys' Day

By LOUISE C. DERMODY, *Principal, Third Street School, Los Angeles, Calif.*

It is doubtful if many people realize that the old order pertaining to a parent's school visit has so completely changed as to greatly effect the balance between parents, teacher and child.

Formerly a father never entered a school, once the doors of learning had closed upon him as a pupil, except in response to an earnest request to help settle the case of a problem son.

Quite different was my meeting with a father here at Third Street on the morning of June 5, a day set aside for "Boys' Day."

"Good morning, Mrs. Dermody, this is my father."

"Why, Jack, how nice to have your father here. I'm happy to know him—to meet so fine a father."

" He is, Mrs. Dermody, he sure is a dandy pop."

We were celebrating our annual Boys' Day, a day set aside for all the boys of the Third Street School District—big boys and little boys—fathers and sons. It was an inspiring picture, pride in each other shining in the eyes of all.

All ranks of life were represented in the attendance of the fathers; business, professional, official, diplomatic, and theatrical men being noted among the guests. Some recognized were actors, accountants, architects, attorneys, bankers, brokers, consuls, dentists, doctors, publishers, professors, retired men of leisure, musicians, and many others. Over 300 fathers in all, lunched with 425 boys.

Nine years ago we had our first Boys' Day. A group of fathers met to have lunch with their boys—athletic events were staged and the afternoon ended with a ball game Dads vs. Boys.

On this ninth anniversary we have changed little the order of events. The day is set aside, the boys invite their dads to come in time for lunch and to spend the afternoon with them. The cafeteria is closed to girls as is the playground. Boys and Dads line up in a friendly group and wait their turn to be served, and serving about 700 means some waiting.

One cannot help wondering how any group could succeed in persuading over 300 busy fathers, with their business or professional demands of their time, to give a part of a day to their sons on the grounds of an elementary school.

The large enthusiastic attendance every year at Third Street School Boys' Day dispels the idea that only in communities of citizens of the humble walks of life can such an affair be a success. In the Third Street School district, the fathers are busy men of affairs, and are leaders in the city in their particular occupations or professions; also they are men who belong to the best social and business clubs in the city, yet they turn out in large numbers every Boys' Day. Joy, enthusiasm, pride, and complete satisfaction are reflected in the faces of "these dads" as well as in their expressions and comments—the festival spirit prevailing—as they lunch and frolic with their boys.

✓ ✓ ✓

"Hello Bill! What are you doing here at this time of day?"

"I wouldn't miss this for a million, got a charley horse last time but I'm getting in that game again today."

✓ ✓ ✓

"I've met friends here today who wouldn't come out of their offices at this time of day for love or money. Yet they'll come here for a day with their boys."

✓ ✓ ✓

Two fathers came by airplane from San Francisco, they wouldn't miss this event. Telegrams were received from fathers traveling afar expressing regrets that they could not attend.

The greatest appreciation of what our schools are doing results from visitation of parents on such days as these. It is an opportunity which helps build up in the community a spirit of co-operation and willingness to back the school in voicing their needs, and against hostile attacks.

Boys' Day at Third Street School is one of the outstanding school events, and is looked forward to each year by the boys and their fathers.

Supervisor of Attendance Yesterday and Today

By EDNA R. SHELDON, *Assistant Director, Attendance and Employment of Minors Section, Los Angeles City Schools*

It was largely due to the progressive educational vision of Horace Mann that Massachusetts became the first state to promote compulsory school attendance. The Compulsory Education Law was passed in 1853. Neighboring states adopted the same law a few years later. It was not until 1918, however, that compulsory education became nation wide.

The earliest active exponent of compulsory school attendance was the blue-garbed police officer. He wore a helmet and brandished a club. His itinerary included sylvan paths along the river bank and the alley just behind the livery stable. Swimming and the gainful occupation of peg-top tournaments frequently fascinated groups of vascillating urchins during school hours. This dutiful gentleman descended upon them and they are said to have scattered and gone bounding across the village green to the school house.

Rather early in the development of the compulsory education program, we observe that volunteer workers of advanced maturity became active in the cause. White bearded gentlemen of "the old school" reasoned with thoughtless youth. These officials received recognition and appointment because of their interest in "schooling" and their own stalwart characters. Whenever they were sufficiently clear of vision and nimble of limb, they forcibly snatched unruly boys from the snares of iniquity and brought them face to face with education. Sometimes education was personified by the determined schoolmaster, birch rod in hand.

In those days girls either were devoted to higher learning or they were entirely overlooked by the law enforcing officials. These officials were appointed by the school committee and were always men.

A little later in the forward-looking plan of educational progress we discover a definite embryo of activity integration. We find the sprightly and versatile village handbill distributor, sheriff's sale announcer, and dog catcher participating in the promotion of a higher A. D. A. After this man of many civic responsibilities had called the attention of the local citizenry to coming events and had added several cringing inmates to the village pound, he bent his attention upon education. On continuation time he scurried through the wooded lanes in hazelnut season, or skirted the margins of the neighboring water holes where the turtles basked in the sunshine all unsuspecting of the whims of youth. Frequently he assembled large groups of anti-social boys who failed to realize the possibilities of sturdy statesmanship through their exposure to education. This official was inducted into office by the town selectmen.

In more nearly modern times there appeared the "hookey cop"; in fact a few of that species are still at work in certain parts of our country. The "hookey cop" has been usually recognized for his alertness, his brawn and his ability to ride a motorcycle.

In other places the enforcer of attendance laws is a civil service official "of good character, having completed the grammar grades and under the age of seventy years."

In various localities throughout the nation compulsory school attendance has been assisted by constables, deputy sheriffs, self-appointed civic-minded citizens, groups of students, various auxiliaries of women's organizations, school janitors, probation officers and members of the teaching staff (during periods when they were supposed to be engaged in the class room).

The Modern Supervisor of Attendance

During the last few years there has been a tremendous advance in the requirements and status of the Supervisor of Attendance. This is noticeable in many of the larger cities of the east, middle-west, and west. In our own state, as we all should realize, the educational requirements, special training and personal fitness are superior to those in most of the other states. In California the Supervisors of Attendance are specially selected men and women of excellent education and special social training. They are the educational and professional equals of any teachers in our schools. Furthermore, Supervisors of Attendance are important in solving the social difficulties of the community by reason of their understanding of schools, their confidential relationship with innumerable homes and their intimate acquaintance with other social agencies. They have a natural contact with the homes of all school children and for that reason are better able than any other social workers to gain an insight into the social difficulties affecting the youth of the community.

Successful Supervisors of Attendance certainly may be optimistic persons with infinite patience and wisdom; they must possess healthy bodies and resourceful minds and a keen sense of humor. Otherwise they would be unable to carry the heterogeneous

load of social maladjustments thrust upon them from all parts of the community.

The Supervisors of Attendance not only enforce the Educational Rights Act, keep ever mindful of the Child Labor Law and Juvenile Court Law, but act as mediators between the school and the home; between the child and the school and frequently between the child and the home. The Supervisor interprets one to the other and establishes a friendly understanding. He also finds it necessary to interpret the child to himself. This is certainly a difficult and delicate task and one which is not always understood or appreciated by the community.

Those of us who have observed the Supervisors of Attendance at work realize that the problems are not all the problems of anti-social children, but problems of adults; of the home and community; problems within the school itself. School conflicts are sometimes most difficult to adjust.

From our observation it appears that Supervisors of Attendance are expected to assume and discharge the duties of peace officers, detectives, nurses, jitney-drivers (carrying pupils and parents to clinics and courts), counsellors-at-law, interpreters of various languages; classroom teachers and principals of schools. They are sometimes called upon by parents, teachers and principals to discipline belligerent children. They are expected by the uninformed to furnish clothing to itinerant families, to collect bills for dressmakers, ice, coal and wood companies, to recommend desirable rooming houses for rent and to act as general shock absorbers in wrestling with certain individuals who proclaim themselves "taxpayers, voters, and property owners."

The Supervisors of Attendance are sometimes required by schools to reason with wayward first grade children who persist in chewing gum, in wasting crayolas or in throwing jelly beans into the fish pond.

However, it is gratifying to note that the status of the Supervisors of Attendance is improving year by year. The old "hookey cop" of tradition is gradually but surely passing into obscurity and will soon be gone. In his place has come the refreshing, wholesome highly specialized social worker—the social educator of our public schools.

Delinquent Youth Problems

Edith E. Pence, Director of Curriculum in the San Francisco Schools, gave a report at a recent session of the Bay Section, California Teachers Association, on a survey of delinquent problems.

The report stressed as important causes of delinquency: broken or demoralized homes, unhappy family relationship, inadequate guidance in the schools, harmful types of recreation, unfavorable economic conditions and the economic exploitation of youth.

The committee submitted, recommendations for measures toward preventing delinquency. Among them were: a central state bureau to co-ordinate agencies working to reduce juvenile delinquency; greater church activity to restore the integrity of the home and the responsibility of parents; special parental education classes for "negligent or ignorant" parents, with the stipulation that they be assigned to these classes by the courts.

Classes on home-making and marriage were included in the recommendations, which included systematic guidance programs in schools.

Source material for the survey came through judges, social workers, teachers, Chambers of Commerce, district attorneys, Parent-Teacher groups and similar organizations throughout the Bay Region.

Although the survey revealed so many conditions that lead to delinquency, and stressed the many measures that are needed in a social situation of such gravity, the report gave full credit to many kinds of effort already under way, attempting to better conditions for youth in our region. The greatest need of all is for a better co-ordination of these helpful agencies.

THE LOS ANGELES CITY SCHOOL BUDGET

A very attractive and lucid piece of "visual education" comes to our desk in the form of a booklet setting out the details of Los Angeles City Schools budget for the coming year.

Since this budget represented a $6,000,000 increase over the preceding year, the Board of Education and Superintendent Vierling Kersey inaugurated a program of public relations which would present school facts clearly to the people who must pay school expenses. An extensive schedule of meetings with representative groups was carried out, and in these meetings facts and figures were explained and discussed. In addition to this effort to contact citizens directly, the Board of Education published the booklet mentioned above. Pictures, tables of figures, charts and graphs admirably supplement the text, which explains the facts and policies behind the graphic materials.

Harry M. Powell, Director of the Budget Division, has done an admirable piece of work, both in the presentation and in the typography of this book. Citizens into whose hands it falls will certainly know quite exactly what they are buying with their school funds.

Los Angeles records an increased A. D. A. of 30,000 during the last decade. Salary cuts have been restored. A pension system for all school personnel has been ratified by voters. But the most impressive item of the new budget is that of "capital outlays," by which necessary building expenses in this expanding system are put on the basis of pay-as-you-go. This plan will ultimately save to tax payers some $5,000,000.

This budget presentation of the Los Angeles Board of Education and Superintendent Kersey may well serve as a model for solving the problems of school and public relations.

STATE FUNDS PAY 58 PER CENT OF CALIFORNIA SCHOOLS

By C. F. Muncy, *Assistant Chief, Division of Research and Statistics State Department of Education*

How much does the state contribute toward the financial support of the public school?

During the current fiscal year, the public elementary and secondary schools will receive from the state nearly 73 millions of dollars. Three school district levels are designated in the apportionment of these funds. Elementary school districts receive the largest portion which accounts for 57.6 per cent of the total. High school districts receive in turn 40.0 per cent, and junior college districts receive the balance of 2.4 per cent.

State funds apportioned for school support are included as a part of the so-called fixed charges of government. They are fixed in the sense that the total amount is not subject to legislative or executive control. The people of the state have by constitutional amendment determined the amount of State school support which is dependent upon the number of pupils to be educated. These funds constitute approximately 32.5 per cent of the total state budget.

Prior to 1933, the cost of public education in California was paid from three principal sources, namely school district taxes on common property, county school taxes on common property and state general taxes levied principally upon corporation franchises and taxable income. By constitutional amendment in 1933, the people discontinued the county elementary and high school taxes and required the state to assume responsibility for an additional portion of school costs. Accordingly, the state's share of the cost of public education has increased markedly since 1933. These additional funds have been provided from revenues derived from the State sales tax.

This trend can best be illustrated by data covering the six-year fiscal period from 1930 to 1936 which are presented in the following table.

Per Cent Total State School Apportionment is of Current Cost

Fiscal Year	Per Cent
1930-31	21.0
1931-32	23.0
1932-33	27.0
1933-34	63.5
1934-35	62.0
1935-36	58.0

This significant change in the state tax system shown by these figures, has served the dual purpose of relieving common property from a portion of its excessive tax load and of improving the financial stability of school districts. As a result, California ranks high among the states in which modern and progressive school systems are maintained.

This fact is verified by a recent study prepared by the Research Division of the National Education Association in Washington, D. C. Comparable data for 46 of the states were included in the study from which the following ranking was secured:

State Funds for School Support in Other States. 1933-34.

States Ranking Highest	Per Cent of School Support From State
Delaware	89.5
North Carolina	66.0
California	63.5
Texas	61.8
West Virginia	53.2

Only two states, Delaware and North Carolina, provide a larger portion of the current cost of their public schools than does California. We may be justly proud of this enviable record. The electorate has chosen wisely in building a great school system commensurate with the growing needs of our far western commonwealth.

W. W. HEALEY
NOTARY PUBLIC
Specializing in Depositions
Using Only Court Reporters
Office: 208 Crocker Building, Garfield 1346
Residence: 450 17th Avenue, Evergreen 1560
San Francisco, Calif.

WESTERN SCHOOL NEWS

JAMES M. MONROE is in his second year as district superintendent of the Patterson Elementary Schools. His work this past year was of such a character that his board cancelled his first contract and gave him a new four year one with a very substantial increase in salary.

Mr. Monroe comes originally from Indiana. He came to California sixteen years ago and has been located most of the time since in Los Angeles and Orange counties. He was Superintendent in Westminister, in Orange County and in El Segundo as district superintendent, in Hawthorne as assistant superintendent and two years at Strathmore in Tulare county. He is a graduate of the Indiana State College of Terre Haute with an A. B. from Tahlequah State College in Oklahoma. Mr. Monroe was superintendent of the city schools at Talala, near the home of Will Rogers, whom he knew very well. He has done graduate work at the University of California at Los Angeles and University of Southern California.

The Patterson system is comprised of two schools. The first four grades at Northmead with eight teachers and the four upper grades at Las Palmas with ten teachers including special supervision. Mr. Monroe is district superintendent and acts as principal of both schools.

✓ ✓ ✓

M. E. HERRIOTT, Principal of the Central Junior High School in Los Angeles, is rejoicing in the completion of a rebuilding program which at last gives his school a permanent home. His staff and his student body have been the guests of Belmont High School for a little more than one year. Both schools were on minimum day programs during that time. For the first time Central has a complete set of buildings built specifically for junior high school purposes. For many years the school occupied buildings that had been built for Los Angeles High School. The new buildings consist of two classroom buildings, an Auditorium, and a Cafeteria with home-making rooms on the second floor. Other buildings that are still being used which have not been rehabilitated include two shop buildings and two gymnasiums, one for the boys and one for the girls. The new buildings contain many interesting architectural and educational features. Rooms and halls are light and airy and beautifully decorated. Most interesting of the educational features is a glassed-in committee room for each of the Social Living classrooms.

✓ ✓ ✓

MRS. FRANCES EFFINGER RAYMOND, Manager, Pacific Coast and Orient office of the Gregg Publishing Company, sailed for Honolulu on the S. S. Lurline, November 12. She expects to fly to five other Islands during her absence.

Mrs. Raymond recently was awarded the honorary degree of Master of Business Administration by Woodbury College, Los Angeles, because of her achievements in education and business.

✓ ✓ ✓

CORNELIUS A. DAVIS, Principal of the Daniel Webster Elementary School and President of the Teachers' Association of San Francisco, died at his home on October 30th, following a long illness.

Mr. Davis became a member of the school department in 1914, and rose to his principalship several years ago. He had long been active in various teachers' organizations.

Expressing deep regret, Joseph P. Nourse, Superintendent of Public Schools, said:

"Mr. Davis' untimely death takes from the teaching profession one who believed in thorough instruction. He regarded pupils as individuals and his singleness of purpose in teaching a few subjects well is reflected today in the success of many of his former students. His death after twenty-two years of service in San Francisco is a distinct loss to the children and his fellow teachers."

✓ ✓ ✓

CLARA B. DILLS, Librarian of San Mateo County, has just returned from a belated vacation trip that included Death Valley, Boulder Dam, Virginia City, and the New Feather River Highway.

✓ ✓ ✓

S. W. MCCONNELL has been principal of the Newman Elementary School for the past ten years. Prior to that time he had taught under George T. Berry in Oakdale for seven years. Mr. McConnell came originally from West Virginia, his family moving to California when he was a small child, just school age. He is a graduate of Fresno State College with many summer sessions at the various teacher training institutes of the state.

There are two schools in Newman, the P Street School for primary and lower elementary grades and the Yolo Avenue departmental school for the upper elementary grades. The Yolo Avenue School is a modern stucco building. The P Street School is a frame structure built in 1912. It is a most beautifully kept school, immaculately clean; the interior is kept freshly painted and is always bright and pleasing in appearance.

Mr. McConnell has developed a very fine library set-up and has quantities of books available in both schools for reference and for library use. While the Yolo School is still a departmental organization, he is planing to work gradually toward a newer type of organization of subjects. There are twelve teachers in this system.

✓ ✓ ✓

SUPERINTENDENT WALTER L. BACHRODT recently announced that the San Jose School Department had purchased a 19.5 acre tract for the Willow Glen school system which joined San Jose only last July. The land cost $19,035. This tract will give Willow Glen the largest grounds of any of the Junior High Schools in the city. The site selected is considered best for serving the present population of Willow Glen. It is estimated that 90 per cent of the pupils who will attend the proposed school will live within a mile and a quarter of the building. Although the land has been purchased, the school department has no intention of proceeding immediately with construction of a building. It is probable that money for the new school will be included with the bond issue for two new high schools which may be submitted to the people next spring.

✓ ✓ ✓

MISS EVA HOLMES, county superintendent of Napa County, has this fall secured Mrs. Edna Sheehan as county school nurse to take the place of Mrs. Sally Ralphs, who has returned to San Bernardino. Mrs. Sheehan is an experienced trained nurse. She completed a public health course at the University of California this past summer.

MISS IRENE SNOW is now in her second year as city superintendent of the Napa schools. Miss Snow was appointed to the superintendency after the resignation of Mr. D. J. Henry, who retired because of ill health. Miss Snow had been principal of the John L. Shearer School taking Mr. Shearer's place when he retired from his long service in the Napa city schools. Prior to that time Miss Snow had been principal of the Salvadore school for three years.

There are three elementary schools in Napa, employing 38 teachers and an enrollment of approximately 1150 pupils including two kindergartens. Miss Snow was a member of the county board of education for several years and is now a member of the Bay Section Council of the C. T. A. which office she has held for the last ten years.

✓ ✓ ✓

THE MARIANO GUADALUPE VALLEJO Junior High School, completed a little over four years ago is of California Mission architecture and one of the most beautiful of its type in the state. J. P. Utter, who developed the junior high school in Vallejo, states that the interior of the new building is as satisfactory and practical as the exterior is beautiful. He reports also that Vallejo has made a steady growth during the last year. The enrollment when the new school opened was 801; it has increased to 996 this Fall. About 200 acres in the immediate vicinity of the junior high school have been built up with modern homes, for the most part tiled white stucco. The building development around the school began a little over two years ago. The entire school enrollment of Vallejo has increased in the last two years. The assessed valuation showed an increase this year of $800,000.00, most of which is in the residential district.

✓ ✓ ✓

MRS. ELLA I. BUTTNER, President of the California Elementary School Principals' Association, Bay Section, sends in a note concerning recent changes in the Constitution of that Association.

Article III is amended to read as follows:

Section 1. The Association shall hold two meetings each year.

a. One meeting to be held in conjunction with the State Board of Education and
b. One meeting designated as the Annual Meeting, to be held at a time and place to be determined by the Executive Board.

Section 2. Both meetings will be designated as Institute Sessions with the approval of the Superintendents involved.

Section 3. Other meetings may be called by the President with the approval of the Executive Board.

Quality

SALTED AND UNSALTED NUTS
for Less
Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop
791 MARKET STREET
(Next to California Theater)

EDUCATION FOR GROWN-UPS

Arthur H. Chamberlain, Director of the W. P. A. Education Program of the State Department of Education in San Francisco, recently delivered a radio address under the title quoted above.

Mr. Chamberlain is directing a program of adult education in San Francisco which enrolls at present some 6,000 students, with 200 teachers. This large body of learners had its beginnings in the days of lowest employment, when this educational opportunity was made available to take care of the enforced leisure of unemployment.

So successful were the classes that today, when the ranks of unemployed are thinning, the attendance level is maintained or raised.

The classes provide for groups whose needs have a wide range. At one end are those who need instruction in reading and writing English, and in the forms of American government. At the other end are groups who, although themselves university graduates, still desire on-going study in the problems that are new with each new day. Classes and forums clarify the thinking and enrich the lives of those participating.

Mr. Chamberlain brings to the directing of this work an experience which admirably fits him for its duties. During the days of the World War he was Chief of Occupational Direction, a job of vocational counseling for demobilized soldiers that was the real beginning of adult education on a national scale.

In pre-war days he was in charge of the educational activities of the Panama-Pacific Exposition, and his post-war activities include his term of service as secretary of the California Teachers Association, and as editor of the Sierra Educational News.

CHRISTMAS UNITS

The short interval between Thanksgiving and the Christmas holidays may well be used to give children an experience of sharing the life and customs of other lands, an experience centered around the celebration of the Christmas season.

Two units have come into the Journal which offer interesting material for such an experience. One comes from the Los Angeles Division of Curriculum, Elementary Section, under the direction of Madilene Veverka. This unit is entitled "Christmas Customs." A considerable part of this unit is devoted to a bibliography compiled from sources obtainable in the average school library and arranged by grades. The stories are charmingly told, at an easy reading level, and include the special customs of all the principal European countries.

The other unit is entitled "Christmas in Many Lands." It comes to us from the office of the Superintendent of Schools, Placer County, and was compiled by Arta B. Flood, Supervisor of Instruction.

The stories in this bulletin cover an even wider range than those in the Los Angeles bulletin, and, surprisingly, the two compilations seem to have only a minimum of duplication, so they are useful complements. "Christmas in Many Lands" is written as source material for the teacher, while "Christmas Customs" is written directly for children. Mrs. Flood includes in her bulletin suggestions for the use of available materials for this Christmas unit.

Both units are in mimeograph form and are available, at least for loaning, at the offices indicated.

BOOK REVIEWS

From the MacMillan Company

The Good Companion Books. A supplementary reading series, by Gates, Baker and Peardon. This series is planned to supplement the Gates Huber Ayer series, "The Work-Play Books," and duplicate to a large extent the vocabulary of that series. However, the new group of readers will provide useful supplementary material for any basic primer, first, and second reader, since the Gates Word List is fundamental to most contemporary series. The illustrations for all of these readers are in color and beautifully interpret the text.

Nick and Dick. (A primer, $.60.) Total pages, 144, vocabulary 286 words. Stories of twin boys, their life at home in a city and visiting in the country. Authentic experiences of contemporary childhood, interestingly presented.

Fun With Nick and Dick. (A first reader, $.68.) More experiences, enlarged by adventures into science, by way of a pair of nesting blue birds and a vacation in the woods, and into international relations by way of stories told by a Chinese visitor.

The Story Book of Nick and Dick. (A second reader, $.80.) Further adventures, this time by way of the library and the splendid world of books. Contains many stories from the world's treasury of literature, adopted to vocabulary requirements.

The McGuire Histories. A series of three books, giving a complete history of the United States, including its background in the old world. It is chronological history, with an approach to topical treatment in Book III. Cultural and social phases of history are presented rather than political and military aspects. A chart accompanies the series indicating the use that may be made of these histories in correlation with the social studies and English. Abundant study materials provide activities that are interesting in themselves, and that test the comprehension of the reader. The series is a beautiful example of book making art in paper, type, and illustrations. The illustrations are more than embellishments—they are integral to the text, interpreting and supplementing it. Drawn with competent artistry, they are also the product of accurate historical research. Pictorial maps do more than locate land, seas, and cities. They indicate products and historical events.

Glimpses into the Long Ago, ($.96). Out of the excavations of science, prehistoric man is recreated, very much alive, dealing with his environment and living a social and spiritual life. Egypt and the successive Mediterranean empires bring us to the Middle Ages, the crusades, guilds, and institutions of the Church.

Brave Young Land, ($1.08) takes up the story of Europe as the rennaisance begins and the period of exploration opens. The bulk of this volume is given to discovery, exploration and settlement in the New Lands, especially in our own portion, and the book closes with the ending of our Revolution.

A Full Grown Nation, ($1.28) is the story of our establishment as a nation, westward expansion, the Civil War, adventures in empire, changing to an industrial civilization, the World War, and its aftermath of social and international problems.

From the Wheeler Publishing Company

Our Country from the Air, by Edna E. Eisen. Price, $1.30. This supplementary geography is, incredibly, "something new under the sun," in the way of text books. Each left hand page is a reproduction, 7½ by 9½ inches, of an aerial photograph. The photographs constitute a comprehensive series covering pretty adequately the topography of the United States, agriculture and industrial regions, and cities. The right hand page gives the information necessary to interpret the picture, and to explain the geographical "why" of social development. So the book is far more than a geography. It is in the best sense a contribution to the social studies. The immense advantage of these aerial pictures over the conventional map is apparent at a glance. Such a book could be invaluable in teaching the facts of geography and in interpreting their human implications.

The Child's Own Way Series, by Marjory Hardy. Primary teachers who have used these books with such success for the past years will welcome this revision, which retains the significant features which made the books outstanding when they appeared, and includes changes which adds to their value. Vocabularies have been reduced, some stories have been simplified and new stories and pictures of contemporary interest have been added. This basic series, whose method and philosophy have been successfully tested, should win new friends in their new form.

The New Little Book, Pre-primer, $.20, The New Wag and Puff, Primer, $.60; Surprise Stories, First Reader, $.60; New Stories, Second Reader, $.76; Best Stories, Third Reader, $.84.

IT CAME UPON THE MIDNIGHT CLEAR

A Holy Night Play

By Irmagarde Richards

Speaking parts for eighteen children. Singing parts and chorus. Children may be of different ages or the same age. Words of the Christmas hymns and music and words of "The First Noel" given in full. Description of the original presentation, in a small ungraded school, with children mostly of foreign birth.

Single copy, 10 cents.
Set of 18 copies, $1.50.

Harr Wagner Publishing Co.
609 Mission Street San Francisco, Calif.

From the Silver Burdett Company

THE BARROWS PARKER GEOGRAPHY SERIES appears in a new edition: JOURNEYS IN DISTANT LANDS, $.96; UNITED STATES AND CANADA, $1.44; EUROPE AND ASIA, $1.44; SOUTHERN LANDS, $1.52.

LABORATORY AND WORKBOOK UNITS IN CHEMISTRY, by Maurice U. Ames and Bernard Jaffe. Revised edition appears in two forms, a consumable workbook for immediate entry of notes, etc. ($.84) and a cloth bound edition, nonconsumable, ($1.12) to be used with separate note book.

EVERYDAY PROBLEMS IN ECONOMICS, by Cornelius C. Janzen and Orlando W. Stephenson. $.60. A consumable workbook to accompany "Everyday Economics" or any up-to-date texts in economics.

CREATIVE SCHOOL MUSIC, by Lillian Mohr Fox and L. Thomas Hopkins, $3.00. This book applies the principles of modern education to the teaching of music. It brings together the results of extensive and successful experimentation by the authors in giving boys and girls opportunities to express themselves in all the various creative activities of the modern curriculum. It is plain that the children were free to work in challenging situations that offered many possibilities for music expression. Examples of original songs are given, ranging from the work of the kindergarten through the junior high school.

NEW BOOKS FOR BOYS AND GIRLS

Selected by

WILHELMINA HARPER

FOR YOUNGER CHILDREN

WHEN THE WIND BLEW, by Margaret W. Brown. Harper. $1.50.

Charming pictures and story of the old, old lady who lived by the sea with her seventeen cats and one kitten. Grades 3-4.

CHOO CHOO, by Virginia L. Burton. Houghton. $1.50.

Little people will be fascinated with this picture-story of the discontented engine that ran away and caused much excitement. Grades 2-3.

SEA-HORSE ADVENTURE, by Irmengarde Eberle and E. Bostelmann. Holiday. $2.00.

This lovely little book, with rare illustrations, gives interesting account of the life of the sea-horse and of his ocean home. Grades 4-6.

FOUR AND TWENTY BLACKBIRDS, by Helen D. Fish. Stokes. $1.50.

An invaluable collection of rare old nursery rhymes in handsome format with Robert Lawson pictures. Grades 3-6.

WALTER, THE LAZY MOUSE, by Marjorie Flack. Doubleday. $2.00.

Amusing story and colored pictures relating the adventures of a lazy little mouse who learned to mend his ways. Grades 3-4.

EZEKIEL, by Elvira Garner. Holt. $1.50.

This thoroughly delightful story tells of little black Ezekiel who lives "wid he Pappy and he Mammy" way down in Florida. Grades 4-7, and older.

TWIN KIDS, by Inez Hogan. Dutton. $1.00.

Little colored Petunia was sad indeed when her pets ran away because she forgot to feed them. But Mammy told her how to get them back again. Grades 2-3.

MARCOS, A MOUNTAIN BOY OF MEXICO, by Melicent H. Lee. Whitman. $2.00

Strange adventure awaits young Marcos when he leaves his mountain home for the city to search for work. Attractive format. Grades 4-5.

CHEE-CHEE'S BROTHER, by Gertrude Robinson. Dutton. $1.50.

Distinctive picture-story about the life and adventures of two duck friends on the coast of Maine. Grades 2-4.

RED JUNGLE BOY, by Elizabeth K. Steen. Harcourt. $2.00.

South American jungle life is pictured in this fascinating account of the adventures of a brave Indian boy. Rare illustrations. Grades 4-6.

FOR OLDER BOYS AND GIRLS

THE TRADER'S CHILDREN, by Laura A. Armer. Longmans. $2.50.

Excellent story and photographs describing life in the Navaho country with scene laid in a remote desert trading post. Grades 6-7.

BOOK OF MARVELS, by Richard Halliburton. Bobbs. $2.50.

Profusely illustrated with remarkable photographs, this book gives unusually interesting description of many of the world's wonders. Grades 6-8, and High School.

UNDER THE TENT OF THE SKY, by John E. Brewton. Macmillan. $2.00.

Splendid collection of poems about animals. Very attractive format. Grades 5-8.

RISING THUNDER, by Hildegarde Hawthorne. Longmans. $2.00.

Stirring account of the heroic young Virginian of Revolutionary times whose hazardous ride through the night saved the lives of his patriot friends. Grades 7-8, and High School.

CRAZY DOG CURLY, by Thomas C. Hinkle. Morrow. $2.00.

Amusing antics of a "crazy pup" whom the children adored and whose heroism finally merited the praise of all. Grades 5-8.

WHO RIDES IN THE DARK? by Stephen W. Meader. Harcourt. $2.00.

Thrilling adventure tale of early New Hampshire days and of the young stable-boy who brought about the capture of a band of highwaymen. Grade 8, and High School.

PRIVATE PROPS, by Gertrude E. Mallette. Doubleday. $2.00.

This story of a young girl's courageous effort to earn college expenses is full of action and interest, with happy ending. Grade 8, and High School.

GOOD STORIES FOR ANNIVERSARIES, by Frances J. Olcott. Houghton. $2.50.

Good collection of patriotic tales and verse with year round usefulness. Grades 6-8.

A HOME FOR KEEPS, by Mary V. Provines. Longmans. $2.00.

Very interesting story of an eastern family adjusting themselves to life on a California ranch and of the good times the young people have. Grades 6-8, and High School.

PUNDA, THE TIGER HORSE, by Walter J. Wilwerding. Macmillan.

Splendid story and pictures of the life of the African zebra, his jungle home, and his friends and enemies. Grades 6-8, High School, and older.

HOTEL
OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage. Take elevator upstairs.

Single .....$2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

DRIVE IN OUR GARAGE

SAN FRANCISCO
PUBLIC LIBRARY
PERIODICAL DEPT.

The Western Journal of Education.

Founded in 1895 by Harr Wagner

In This Issue:

Jottings of a Traveling Bookman. W. M. Culp 3
Problems of Teacher Education. F. W. Thomas, Margarete L. Clark, Walter Bachrodt 6
San Antonio and Way Points on the Desert. M. Madilene Veverka 7
Some Phases of Unit Activities. Lorraine Sherer, Claudia Brett 8
November Institutes 10
Library News Department. Mabel R. Gillis 12
Western School News 14
Book Reviews 15

December, 1937

New Auditorium, Tulare High School

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the state-wide professional body which unites teachers, of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the securing of adequate financial support and favorable laws for California's Public Schools. Committees and conferences of the Association, working with State and local leaders, have aided in the success of every major educational advance.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and State-wide newspaper publicity.

Through its Placement Service the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued studies and bulletins on major educational problems.

The Legal Department has provided Association members with authoritative opinions on matters of school law.

Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education may become a member of the Association. Annual dues are $3; life membership is $75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

The activities of the State Association are authorized by the California Council of Education, a body of representatives elected by the Councils of each Section. The State Council annually elects a Board of nine Directors.

State headquarters are located in San Francisco, 155 Sansome Street.

Departments of Classroom Teachers organized in five Sections under authorization of the Council of Education, regularly study classroom problems.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
2163 Center Street
Berkeley

Central Section
H. W. KELLY
Deputy County Superintendent of Schools
Visalia

Central Coast Section
T. S. MacQUIDDY
Watsonville

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

Typewriting Skill for Individual Use

IN THE HOME,
IN THE SCHOOL, AND
IN
OTHER WALKS OF LIFE

Typewriting for Personal Use

By BLACKSTONE *and* YERIAN

Designed for:

1. All classes in personal-use typewriting
2. Junior high school typewriting classes

Authoritative Authorship. Here is a personal-use text by authors who are leaders in the growing movement for teaching typing for its personal-use values. For several years these authors have taught typing with increasing emphasis on the personal-use objectives. They have gradually built up a body of typing material and methods that are peculiarly adapted to the objectives sought. The contents of this new text are especially fitted for giving a training for the personal use of the typewriter.

Special Content for Special Objectives. TYPEWRITING FOR PERSONAL USE employs modern methods and recognized procedures for developing typing ability. It differs from the traditional typing text in the nature of the copy and drill material, and in the attitudes it develops. There is no compromise with vocational aims, although, necessarily, the methods and procedures employed are sometimes those used when the vocational aim is uppermost.

A Text for All Personal-Use Classes and for Junior High School. The text meets the requirements of personal-use classes of all types, evening or day schools, secondary or college level. The nature of the material that is typed and the objectives of the course make this new book particularly attractive for classes in junior high schools.

Suitable for Either One- or Two-Semester Classes. The book is designed for a one-year course, but the first half of it is so arranged that it is well adapted to a one-semester unit with personal-use objectives.

Ready Now—

List Price, $1.32

Write our nearest office for further information.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLIII, NO. 9 | SAN FRANCISCO, DECEMBER, 1937 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE AUGURIES have been told. The ox has been slain. The blood and entrails have been read. The blackbirds have flown from the West to the East. The lightning has flashed just before the dawn forebodingly. The President has lost one tooth. The Vice President has lost two. The President has gone fishing. The Vice President has gone deer hunting. Bruce Barton has made his maiden speech in the House of Representatives, and he said from what he had heard so far in Washington he would have thought that the whole country was comprised only of union workers and farmers. He wondered what had become of the backbone of the country, the great middle class, that comprises two-thirds of our population. After nine long years the inarticulate middle class is getting its backbone stiffened. New York City, long suffering, is finally getting tired of the picketing racket, a racket that has been legalized by our government. In conversation, in letters to the newspapers, in editorials the rising protest is being pushed to the foreground. Why should a place of business be picketed by persons who had never been employed in the establishment? Why should the merchant be in the middle, between two warring labor factions? Superintendent Johnson of the Chicago schools is in a tempest because of his advocacy of more vocational training in the city's high schools. The workers don't want their sons and daughters to be forced by vocational counselors to be trained as workers in the trades. The Chicago school teachers get back five per cent of their salary cut of some years ago. The recession of the stock market these past two months according to economists of note is even worse than that of 1929. It has already knocked the spots out of New York night life. The mortality of night clubs has been tremendous and the end is not yet. Already the crowds before the employment agencies on Sixth Avenue in New York City have quadrupled these last six weeks. The Board of Education of New York City has announced the budgeting of $16,000,000 for new high school buildings, each to be of the $2,500,000 class. The gyrations of the Six Day Bicycle Riders in Madison Square Garden are only equalled by the political regimented gyrations coming out of Washington. The schools are supposed to teach the pupils that this is a free country in which each man is entitled to his own opinion. Now his opinions are supposed to jibe with those of some commission or else. New York City has several hundreds of thousands of persons still on relief. The City Board of Education of that city announces courses in the culinary trades and restaurant management owing to the fact that employment in that field has never kept up with the demand these past few years. The President wants the farmers to be paid high prices for what they raise and sell, and the people in the city to pay low prices for what they buy. Business is supposed to sell at a fair profit, but it is against the rules to make any agreements for holding competitors to a fair price level. Christmas is coming and the schools of the land are filled with pupils singing Christmas carols.

PERHAPS, ALDOUS HUXLEY had struck the explanation for the tenor of the times. Since the time of Rousseau, or before, the educator has claimed that out of the education of all the sons and daughters of all the folk will come a reasoning people who will solve sanely all the problems that have confronted mankind. Huxley in his new book "End and Means" (Harper's) has some succulent morsels for the mental digestive processes. He notes as one of the principal causes of the current intensification of militarism, the spread of universal education. Never before in history, he points out, have all the children of all the major nations been subjected to the strict, authoritarian discipline of state schools. In the past it was the children of the upper classes alone who were tutored or sent to school, who in the past constituted the actively militaristic element of society. Men who had as youths been bullied by sharp-tongued, hard-hitting pedagogues, grew up to be imperial brigands. Now everybody is schooled and the world is going to pot. "The decline of democracy," says Mr. Huxley, "has coincided exactly with the rise to manhood and political power of the second generation of the compulsorily educated proletariat."

UNIVERSAL EDUCATION, and its production of semi-illiterates for our high school administrators and teachers to contend with, has been the cause of moanings throughout educational convention areas the past few weeks. From less than 500,000 students in 1900, student enrollment in the secondary schools has jumped to an estimated 6,135,000 in 1937. Many major problems have come out of this increase. The greatest has been the inability of large numbers of high school pupils to read and understand the printed page. The statement was made at this last meeting of the National Council of Teachers of English at Buffalo that only about forty per cent of the pupils who enter high school possess enough reading ability to benefit from the instruction offered them. Before the National Council of Social Studies meeting in St. Louis, Professor Howard E. Wilson of Harvard gave a discouraging picture of what high school pupils of New York State retain of the history and civics lessons that they have studied. And in Atlantic City Dr. Frederick H. Law of New York City, speaking at a college conference on English instruction, said that many high school pupils find Stevenson's "Treasure Island" beyond their comprehension. Because of this condition many high schools already had started classes in grammar school reading and many more are coming to it.

CHICAGO UNIVERSITY has had six years of the system of voluntary attendance at classes. The result has been a more slavish attendance to classes than formerly. The reason is that the student has to pass an examination to pass the course and only the first examination is free. Students at Chicago can complete courses as fast as they can pass examinations in these courses. These examinations are supposed to cover more knowledge about the subject than is in the text-book or than can be secured

from the lectures. The examinations are set to test the student's thinking processes, rather than his ability to memorize.

ADULT EDUCATION has an end to itself of developing an intelligent citizenry. The followers of democracy believe that only by educating the native intelligence of the people can democratic institutions be made to survive. We have three recent attacks moving toward the solution of this problem. Representative Thomas B. Fletcher, Democrat, Ohio, a co-author of the Harrison-Black-Fletcher bill for federal aid to education, presented his viewpoint at the recent meeting of the New Jersey State Teachers Association at Atlantic City. He asserted that between 8,000,000 and 9,000,000 persons in the United States were handicapped by not having had an elementary education. Of that number there were 4,000,000 who could not read or write their own names, 2,700,000 receiving little or no education, and 2,600,000 who receive only a few days' or weeks' schooling in the year. He said federal aid was needed for the schools, but he personally was opposed to federal interference with the local management of schools. He considered only the federal government could remedy a situation in which nearly a third of the children are taught by a quarter of a million teachers who receive less than $750 a year and by 30,000 poverty stricken teachers who receive less than $400 a year.

According to Dean Ned H. Dearborn of New York University Division of General Education, adult education will become within the next generation the most important single movement in America and will reach 50,000,000 people. He advocated the scrapping of the devices of the professional educator. Admission requirements, assignments, grades, counseling, library work, written work, discipline and examination must all be reborn or interred. Programs of social research must be expanded to determine effective ways of finding the interests and needs of homogeneous adults. Only a program that can meet their interest and needs will attract and hold them. "The school teacher of today will find himself side by side with or giving way to the barber down the street, the wood-carver, the carpenter, the artist, the actor, the hotel chef, the physician, the merchant, the banker, the farmer and the engineer. Each has a place, provided he is competent in his field and afire with the zeal for sharing his knowledge, skill and enjoyments with others."

At Harvard University something is being done about the problem. Harvard students, through their social service center, Phillips Brooks House, as volunteer teachers are going over their college lectures and reading notes with high school graduates who are unable to attend higher education institutions. This group of volunteer teachers is called the "Undergraduate Faculty Association." Each boy applying for instruction is asked what courses interest him most and then he is paired with a Harvard student who works along with him as a tutor.

THE BULLETIN "Teachers and Co-operation" of the N. E. A. presenting methods of inculcating democratic procedures in the classroom, lists some ten methods for achieving that democracy. The bulletin states that if democracy is to survive amid the rival claims of fascism and communism, the teacher should consider that she has a mandate from the government to develop her little group of primitive savages into a self-governing democratic community. The bulletin states that all too true in the past and present the teacher has been a "Little Czar" in her class room domain.

THE PROBLEM of reading is ever in the foreground. According to Dr. Emmett A. Betts, research professor in education at Penn State, data indicate that about 80 per cent of children who can't pass from one grade to the next higher because they are lacking in reading ability are of average or distinctly superior intelli-

Hospitality

FIRST and ALWAYS at

IN THE CENTER OF THE CITY

HOTEL MELBOURNE

CONVENIENT TO EVERYTHING

400 ROOMS WITH BATH FROM $2.50 UP

JUST A FEW MINUTES FROM THE DOWN TOWN DISTRICT

J. K. BRYAN
Manager

A night's rest that's peaceful and refreshing—a pleasant atmosphere in the lobby—the warm glow that good food brings—the pleasant reaction that low prices give—these are the things that make the Melbourne the choice of every experienced traveler.

IDEAL LOCATION
LINDELL AT GRAND

ST. LOUIS

gence. He claims that fifty per cent of the adult population do not enjoy reading probably because of their experiences in the primary and secondary schools. To eliminate such results a reading clinic, designed to discover and correct faults in children's reading which may be serious handicaps in later life, was established at the Pennsylvania State College this past November. Dr. Betts plans to coordinate the activities of the educational clinic with those of the speech clinic and the psycho-educational clinic which have been established at the college for the last several years. In the reading clinic the care of individuals with reading study deficiencies is emphasized. Cases are being referred to the college by schools in all parts of the East and as far west as Indiana for analysis and in some instances corrective work.

ONE OUTCOME of the PWA work in the New York City Schools has been the preparation of "action-story" primers by PWA workers based on stories of cowboys and Indians, policemen and robbers, pirates and rugged sea captains. In addition comic-strip primers have been made. The books have been written primarily for third and fourth graders. Previous to this year the books were circulated in mimeographed form. This year they have been made available in printed form from the WPA Board of Education Printing Plant. Illustrations are either multi-colored or black and white prints, made with linoleum, wood and rubber blocks. The books that have the most appeal are those containing mystery yarns and adventure stories. "Information" stories such as those concerning geographical subjects and science have less appeal.

VOCATIONAL EDUCATION is coming into its own in practically every major community in the country. This last depression or current one, or recession, or whatever you call it, has proved one thing, which is, that there is a dearth of skilled workers in practically every line of endeavor. It has shown that those who have jobs and have held them are able to deliver skilled services. New York City has plans drawn for a new Central High School of Needle Trades to be located in the garment manufacturing area of Manhattan at a cost of $3,500,000. This building is to be one of the first completely air-conditioned public schools in the United States. In its plans it represents the combined thoughts and experience of leaders in civic, labor and educational circles. The school will occupy an area two hundred feet square. It will be H shaped and ten stories high. There will be seven acres of floor space, 40,000 square feet of which will be on each of the first two floors. The two lower stories will be of limestone and granite simply decorated, while the upper stories will be of gray brick. The foyer will include murals placed above a high marble wainscot delineating subjects that are to be studied in the school. The auditorium will be decorated with scenes of President Andrew Jackson, a tailor by trade. Separate shops will be provided for making different articles in the six divisions, women's and men's wear, millinery, interior decorating, fur manufacture, shoe manufacture and costume design, beginning with shoes on the ground floor and progressing to hats at the top. Two stores on the ground floor, one for men's and one for women's wear, will sell articles made in the school. In addition to teaching skills in the trades, the problems of merchandising, instruction concerning the industry in general, including such subjects as accountancy, office work and general methods will be presented. The basic idea is to give a high school education plus instruction in a trade they propose to follow. It will amount to a thorough apprenticeship equivalent to that given to skilled workmen of Europe. Physical education will be stressed since tailoring, dressmaking and millinery are sedentary trades. Instruction will be given students in avoiding occupational diseases. The school plans to have both day and evening classes for boys and girls and adults.

NEW YORK CITY is leading the way in plans for vocational education primarily because it has the population and must do something to relieve the pressure of misfits that are crowding the relief rolls. The New York City program for the next ten years calls for the expenditure of $50,000,000 and the erection of thirty-eight buildings for the vocational education department. In 1930 in New York City vocational students numbered 3,964, in 1937 41,917 are enrolled. The plan is to provide education for 60,000 pupils annually.

FOR THE PAST DECADE the exponents of the Social Studies as the core of the whole curriculum to which everything should be co-ordinated have been vehement in their propagandizing. The preparation for a new social era, a mechanized age, was to be based upon man's solution of his social responsibilities. The only speck in the orbits of the social study propagandists was that none of them could agree upon anything as basic. Now we have scientists coming to the foreground and fostering the idea of making science the background or core of the curriculum. They argue that science is an exact study. According to such men as Dr. S. Ralph Powers of Teachers College, Columbia University, Director of the college's Bureau of Education Research, Dr. Paul B. Sears, Professor of Botany at the University of Oklahoma, and Dr. John G. Pilley, Lecturer in Education at the University of Bristol, England, the new program endeavors to equip students with a unified knowledge of a world transformed by science and to train them in using the scientific method.

Progressives and Reactionaries

challenge you in the columns of

THE EDUCATIONAL SCENE

Social, cultural, and educational changes discussed by authorities.
Interesting and informative.

SUBSCRIBE NOW
$2.00 the school year.

Mail your subscription to

THE EDUCATIONAL SCENE
P. O. Box 830
Hollywood, California

THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER PUBLISHING COMPANY—*Owners*
MORRIS WAGNER, *President*
IRMAGARDE RICHARDS, *Editor* MARGARET MOWRY, *Assistant Editor*

Publishes the official news and articles furnished by the Superintendent and other members of the State Department of Education.

News and articles of interest to school administrators, trustees, and teachers.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

PROBLEMS OF TEACHER EDUCATION

Under this title we had the privilege of publishing last month a significant response, from Dr. Walter Dexter, California State Superintendent of Public Instruction, to Dr. Sears' presentation of those problems in our October issue.

The points of agreement and emphasis that Dr. Dexter discussed have led to other replies from people working in different fields of our California educational world. We take pleasure in publishing some of these replies as an indication of the wide spread interest aroused by Dr. Sears' report.

What About Teacher Training?

By F. W. THOMAS
President, Fresno State College

The report of Dr. J. B. Sears on "A Proposal for a Comprehensive Study of Teacher Education in the United States" brings to the forefront a serious re-consideration of teacher education needs. In preparing this report for the American Council on Education Dr. Sears necessarily took into account the entire range of inadequacies throughout the nation. Not all of the needs apply to every section, and Californians especially, if inclined toward an alibi, could retort that many of his criticisms have no bearing here.

On the other hand, those who are honestly critical of the divergencies and inconsistencies in our varied practices relative to teacher training in this state will take to heart many of his conclusions. For example, our present system of teacher certification bears very little logical relation to the actual teaching responsibilities for which certain credentials are valid. It is probably also true that there has not yet been developed an adequate plan for ensuring proper understanding of child nature and the psychology of early adolescence urgently needed by prospective teachers.

Apart from the specific phases of professional education which are emphasized in the report by Dr. Sears, there are two factors of somewhat more general import that warrant emphasis and can be set forth within the limits of this brief discussion. The first is a matter of a sound system of selecting candidates for teacher training.

Successful teaching calls for a personality possessing warmth, sensitivity, and social sympathy. The most commonly used basis for selecting approved candidates from among the applicants for approval in teacher training emphasizes almost wholly the intellectual element as indicated, more or less reliably, by scholastic marks. Adequate intelligence is certainly essential to successful teaching, but it is equally true that many of the pronounced intellectuals are utterly devoid of the social understanding and sympathy required for real teaching.

The task of selecting candidates whose interests and temperament are well adapted to superior teaching service is a difficult one and has not yet been satisfactorily accomplished through the mechanical devices of tests or grades. The qualities desired are essentially subjective in character and appear in the reactions of others to the individual. The real question is, how do others respond to this individual in such respects as giving willing co-operation, accepting cheerfully the assumed leaderhip, and voluntarily performing the activities requested. Such matters have so predominantly a subjective phase that they can be ascertained only by rather extended observation and contacts on the part of persons vitally interested in teaching service and fully familiar with its demands. Very few teacher training institutions have made even a sincere beginning toward a sound system of selection, and that responsibility stands today as perhaps the most urgent obligation in the improvement of our procedures in teacher education.

The other need pointed out has been designated as a favorable professional atmosphere surrounding the period of teacher training. If the testimony of new teachers in service is to be relied upon, too frequently the subject matter departments are entirely out of sympathy with those responsible for teacher training, and the consequent comments relative to preparation for teaching service are unfriendly and frequently unfair. Departments in which prospective teachers must acquire the mastery of the subject matter which they are to teach should either attempt to understand and co-operate with the total program of teacher education or should leave to other and more sympathetic sources the implied responsibility. Not for a moment would an institution devoted to the training for the profession of medicine tolerate instructional groups hostile to that profession. In the schools training for other professions all contributing departments are at least friendly toward the professional training required. Only in teacher preparation do we find in many institutions the subject matter departments unsympathetic and uncooperative. Either there should be adequate correction of this relationship or teacher training should be restricted to institutions in which there exists appropriate co-operation among all members of the instructional staff whose work relates in any significant way to teacher training.

A Trustee Looks at the Problems

By MARGARETE L. CLARK, *Member*
Los Angeles City Board of Education

The frank admission of Dr. J. B. Sears, Professor of Education at Stanford, that our teacher training system has reached a point of confusion which cannot be tolerated much longer, was received by myself, at least, with appreciation of his courage and a definite hope that all those who share the responsibility toward enlightenment of our coming generation must be grateful for and support vigorously his demand for study which will bring about improvement.

As a member of the Board of Education, realizing fully that I am a lay person not viewing this from an academic standpoint, I have certain opinions which I believe might be of some small value in a study for better results. Here they are:

1. Colleges competing for students value the *size* of their student body to the detriment of *quality*, with the result that they can not deliver as an effective final product a teacher who is equipped to develop a human being who will fit into the complex machinery of civilization as a constructive active citizen.

First consideration then must be given to the selection of students of highest intellect whose *hearts*, as well as minds, are wide open to the need of a give and take attitude in every day life.

The high development of a counseling service is needed perhaps more in our teacher training institutions than in any other educational institution. Many a poor teacher would develop into a high class decorator, a super salesman, a fine platform lecturer, or become proficient in the various phases of art if caught in time. With a highly trained observer deficiencies in teacher qualifications should be discovered in the educational field. I hope that there may be developed through Dr. Sears' efforts, an analytical system of teacher-proving.

2. I am taking for granted that strictly academic training has been developed to a fine point where it requires no criticism. But does academic training alone equip an individual to go into the schools for the purpose of developing well-rounded human beings in all strata and phases of society? I think not. Since but few of the pupils in the class room will themselves become teachers, the instructor of the class should have an understanding of the problems and circumstances these young people have outside of the class room as well as those that they will meet after they leave school. That knowledge cannot be acquired in books. It is my definite feeling that teacher training must include *compulsory* participation in community life through contacts with civic, political, and cultural groups, and parent-teacher activity. Actual social service work which takes the student teacher to "the other side of the railroad track" into the homes of the underprivileged would be a step toward developing social attitudes in the teacher which would later on serve well in building a living democracy.

3. First hand study of the background of inmates of reformatories and prisons should be included in the future teacher education plan. This is *not* an impossibility and I hope it will be given consideration. Dr. Miriam Van Waters, Director of the Women's Prison in Framingham, Massachusetts, is setting a fine example. She is co-operating by permitting university women to study and to serve a sort of interneship so that when they go out into educational work they will have an understanding of what brought these women there. The result, of course, will be a teacher who will know much better how to develop fine constructive attitudes and eradicate unsocial character traits in the young people who are intrusted to her care.

4. A firm realization that *first of all* the individual is a citizen and *secondly* a teacher, should be part of the development received during teacher training years. The walls that have surrounded the teaching profession and developed a very distinct personality torn between superiority and inferiority complexes must be broken down. What I mean by that was expressed in an article which I wrote for the *Educational Scene* in May, 1936, entitled "Be Yourselves." I shall quote from it.

"What does all that mean? It means simply this, that they close their minds to the children's minds when they close their class room door; they lay aside their responsibility for the ethics of the young (after all, children *do* have parents), forget about being 'culture bearers,' and go out and *mix with other adults with adult interests and pleasures and opinions on everyday subjects.*"

Some Unlisted Problems

By Walter Bachrodt

Superintendent of Schools, San Jose

Note: Superintendent Bachrodt states that the points he feels important in the teaching situation do not fall under the headings listed by Dr. Sears. A little exercise in "correlation," however, might reveal a common point of view between Dr. Sears' "Thirteen Points" and Mr. Bachrodt's contentions. Better methods of selecting students might catch and detour applicants whose personalities showed marks of unfortunate childhood experience, or deprivation of normal experience (see problem c). Again, problem h might be interpreted to lead the way toward the point Mr. Bachrodt makes —that teachers need rich and free participation in community life. If they are trained to expect and demand this freedom, communities might presently acquiesce.

The Editor of The Western Journal of Education has permitted me to comment on the summary of the article by Dr. J. B. Sears of Stanford University entitled "How Good is Our Teacher Training System?" Dr. Sears lists thirteen phases of teacher training that could stand improvement. It will not be my purpose to examine each one of these phases in detail because Dr. Sears' points are well taken and some are more or less easy to remedy. There are, however, a few points that the man in the field feels perfectly willing to discuss concerning teacher training.

Dr. Sears states "Prospective teachers possess a very inadequate understanding of child nature and its implications for teaching." All of our better educational institutions have courses in the nature of the child in which books are studied, in which the latest psychological information is analyzed, and in which the child is thoroughly discussed. Personally, I am afraid that no educational institution is ever going to make up for any prospective teacher the lack of having a real childhood. No teacher who didn't live as a normal boy or girl lives can ever understand a normal boy or girl regardless of what courses they study in college. Each one of our teachers should have a course in living by having lived. Each one of our teachers should have had as full a life as possible. It would be a great thing if each one of them had felt the sting of poverty; if each one of them had felt the sting of failure; if each one of them had been shy and bashful and eventually overcome it; if each one of them had suffered all the trials and tribulations of the average normal youngster. I know of no other preparation for understanding child nature that can be substituted for not having been a normal boy or girl.

Dr. Hoag, who was for years physician in the Los Angeles Juvenile Court, made the statement publicly that "no one could understand the delinquent who hadn't at least been mentally delinquent themselves." There is more than a grain of truth in this statement. A good teacher of my acquaintance has often said to me that no little "devil" had ever done anything in his class room that he hadn't at least thought of himself when he was a boy. I can't possibly conceive of any educational institution giving the kind of a course that I believe necessary really to understand boys and girls, unless we go back and have them re-live their lives.

Dr. Sears wonders about the attraction of educational institutions for better students. Personally, my observation leads me to believe that we have been getting the highest type of womanhood in the teaching profession, and that during the past decade the type of man is greatly improved. Today we find a great many vital men in the teaching profession. Men that can take their place anywhere in society. We can always stand improvement, but I feel definitely that improvement is on the way.

The greatest fault that I can find with the teaching profession is not the fault of the teacher, but the fault of the community itself. This is not very true of the larger communities but is very decidedly true of smaller communities. We want men and women to teach our boys and girls who are vital, alive, interesting, and natural leaders, and yet the moment they close the school door we don't want the teacher to exercise any of these qualities in the life of the community. Yes, we would like to have them do some more of the same kind of child leadership in the Y. M. C. A., Boy Scouts, or the Church, but it is very dangerous for a teacher, particularly a member of the feminine sex, to become a social leader in a small community or in any way to live vigorously the life of an average normal adult. Communities are going to have to learn that teachers need relaxation and inspiration; that they are going to have to have the right to live and live fully, that they may keep the vital spark alive in a classroom.

I haven't many worries concerning inadequate preparation of subject matter, or practice teaching, or a number of other purely academic things because the improvement of these failures is quite easy to remedy. The only worry that I have is that we find the people who are alive, vigorous, vital, intelligent leaders; that we can create a life for them in our communitits that will keep them that way; that we can ever find increasing compensation to give them stability and security. My own feeling is that we are growing in power and growing tremendously. We are making schools vital places and teachers, regardless of age, with the modern viewpoint are doing this job. I have nothing but extreme faith in our teaching body.

SAN ANTONIO AND WAY POINTS ON THE DESERT

We have taken editorial liberty with the title of this article. The truth is—it is a portion of a paper written at our request by Dr. Veverka as a report of the Conference on Childhood Education, held in San Antonio in April of 1937. The request was graciously fulfilled—but reached us too late for our May issue! By the time September and the new term rolled around, the San Antonio Conference seemed far away, and the report was pigeon-holed. Lucky chance, however, brought it to light again, and we realized that the article was, in part at least, a delightful account of topics whose interest is timeless. These portions we are happy to publish.

Dr. Veverka attended the Conference as a delegate and delivered an address on the subject "New Methods in Evaluating the Progress of Children."

By M. Madilene Veverka

Director, Elementary Curriculum Section
Los Angeles City School District

After driving a car for seventeen years it seemed to me it was time to launch out and make a trip longer than just to San Pedro or San Fernando Valley, so on March 19, I left for San Bernardino where I picked up Miss Edith Leonard, director of Early Childhood Education, Santa Barbara State College. Early the next morning we two turned our faces to the desert and Texas where the forty-fourth annual convention of the A. C. E. was meeting in San Antonio.

Of course, one does not go from Los Angeles to San Antonio without stopping at the Carlsbad Caverns. I particularly was interested to see this heralded phenomenon and to compare it with similar caverns in the Old World. The road to the caverns is not exactly easy riding but the vast spaces, the silence, the distances, are so fascinating that one feels he can breathe and think.

Our very first impression was one of embarrassment to think that we had lived so many years and had never seen this marvel—twice a marvel, first for the grandeur that nature had provided and second for the government's contribution that makes this marvel accessible.

The trip through the caverns is so carefully planned, so carefully conducted, the grade so gradual, the sights along the path so wonderfully interesting that hours slipped by without any fatigue or disappointment. The climax of the trip cannot be described—the total darkness in the cave, the Rock of Ages, and hundreds of people representing all sections of the country and even other countries, sitting in silence, awed, while from far away in a remote cavern comes the sound of lovely voices singing "Rock of Ages." You are transported to another world, where the mad rush of the day, the unrest, the concern for material things, all seem to fade away, and you are as near to reality, as you have ever been.

Who could have dreamed that Texas was so vast! You sit at the wheel of your car and you look off to the horizon where a tiny pencil point of the highway dips into mystery. When that point is reached you look as far ahead again to a still further point on the horizon. You drive on hour after hour with no interruption from other travelers and only an occasional buzzard hovering over some prey that has been killed by a passing car. A curious coyote ran across the path and turned a wicked little face back as he trotted into the hills. We realized that we were in the wild west.

After what seemed an endless time though it was scarcely half a week, we arrived in the green, lush valley that holds San Antonio. In this vast desert land a river runs through the city and in the heat and the sun and the sand the people of San Antonio can rest their eyes on this lovely stream. The city reminds one of our own Los Angeles because there is the background of the Indian legend, Spanish culture, missions, pottery, brave New England pioneers, and the romance of the cattlemen.

To be sure like good delegates we attended religiously the convention programs and even appeased our consciences by mak-

ing a contribution here and there, but the hearts of us were out on the streets at the Alamo, in the Mexican market where black eyed little urchins played their guitars and sang to us close to midnight. Apart from the convention (which provided us with a stimulating program, with lovely choruses from the youngsters from both the white and the colored schools, and stimulating lectures by leaders in education, both local and guests), we had two outstanding experiences.

One experience was a visit to the Bowie School over which presides a genius principal, Miss King, and a staff of fine, understanding teachers. It is a Mexican school built around a court, low frame bungalows with verandas and a large court suitable to the music and dramatic expression of these little people. The children sang for us, they played and they served us delicious cakes and coffee. Though the convention was pulling us, the school succeeded in pulling us its way. Inside the classrooms one found a thoroughly progressive program going forward in which the Mexican culture, the Mexican life and the Mexican child were beautifully united.

Another day we slipped away to the River Road Country Day School, founded by Miss Betty Brown and now carried forward by Mrs. Jackson. It would take a volume to describe our impressions of this lovely setting, out on the outskirts of San Antonio, with clover fields touching our very toes and the river just at hand. There is the school. The building is designed to represent a large Spanish country home. The informality and the poise everywhere apparent make you know that living is going on. The mothers come and go. One brings a basket of flowers to put on the tables, another, perhaps, a plate of cookies, and the babies come to see what little sister is doing. The curriculum is built up on the culture of the city and country in which the school is set. It is not strange that a school which makes such fine provision for living gets unique, creative things from the children. The art of the children in this school has been recognized in high places in this country and in other countries, and as you go through the rooms you are struck with the type of painting which these children produce.

It was spring and festivals and gardening, original verse and music, were occupying the children's attention. There was mathematics, too, because one group had to measure the ground and divide it among the several groups in the school. Above all there was that which makes an educator's heart dance—the crudeness and simplicity of the equipment, sand, dirt, trees, grass, boards and boxes. The nursery and kindergarten children demonstrated, through a little pageant the history of the kindergarten from the time of its founder Froebel, and it was appropriate that they should, because Texas was celebrating the hundredth anniversary of the founding of the kindergarten.

Because we are busy women and had duties awaiting us we sped back across the desert as promptly as we could and had the rare experience of meeting a sand storm which literally engraved the car and kept us terrified for some five hours. Not the least of the excitement of the trip was being arrested for speeding. We thought we would not tell this experience but because news travels fast we decided it best to confess lest our superior officers hear of it some other way.

SOME PHASES OF UNIT ACTIVITIES

Instead of our usual page, reporting on some completed unit of work, we are publishing this month two papers dealing with special phases of units. The first paper gives very clear examples of how fundamental skills may be developed from typical activities. The second paper gives us factual data as to teacher-pupil preferences in the choice of activities, with an interpretation of the data.

EXAMPLE OF THE PLACE OF THE THREE R'S

In part of "A Study of the Dairy" for second grade and a "Study of Pioneer Life" for the fifth grade.

By LORRAINE SHERER, *Director of Curriculum, Los Angeles County Schools*

THE PROBLEM:

Since the focus of attention is to be on an analysis of the child's activities in terms of the skills inherent in these activities, it is imperative that the basis of the whole study, namely the activities, should be sound. *The first step,* then is to determine which activities seem to be most profitable to children at the various age levels.

The second step is to analyze the activities.

1. To find those activities in which skills really are an inherent part.
2. To note those activities in which the place of the skills is relatively unimportant.
3. To study carefully the composite picture of the skills inherent in the activities.
4. To analyze the skills that society thinks are desirable in order to determine if all of these can, or have been, acquired through the activities.
5. To evaluate the findings thus far and determine further procedures.

There are one or two cautions to be sounded. It has been possible in many cases, to engage in activities with very little regard for any skills that might be inherent in them. It is equally possible to so load down each activity with skills that the program becomes highly formalized. *The activity is to become in nowise a device for teaching a skill.* The problem is to teach the skill in its functional relationship to the activity. In other words, the skill is incidental. Our problem is to clarify, in concrete terms, what is meant by that term "incidental."

This material will serve as partial examples of what is meant by a study of the skills in their functional relationship to activities. Only a cross section of the dairy and pioneer life is given, and the analysis is only begun. The material is presented for study and evaluation *as a suggested way* of proceeding, not as a final result or a definite pattern.

PROBLEM OR ACTIVITY:

To construct and equip a dairy in order that children may, through play with it, develop a better understanding of the production and distribution of milk.

To do this the children:

Got information first hand: by looking and listening; second hand (vicarious): from pictures, books, and printed charts.

Planned, built, and equipped their dairy. What? How? What for? Made of what? By whom?

Played dairy and dairyman. Who does what? When? How? Why?

And as they played, they got new ideas, new information, and the study grew larger. They used reading, language, spelling, writing, and arithmetic in solving simple child-like problems of interest and of value to them.

Let the child be a child today, his activities the wholesome normal activities of his own age, made as rich and as fine as wise grown-ups can help make them.

The best way to learn to solve tomorrow's big problems is to get the habit of solving today's small ones effectively.

First hand information: at the dairy—

To build and equip their dairy accurately and to find out what work different people do, the children needed information.

They went to a dairy. Looked at the buildings and equipment, at milking barns, corrals, silos, trucks. Looked at cows and learned about their care: Kinds of cows, care of calves, feeding, milking, housing. Saw how milk was cared for: Measures for cleanliness, weighing and sampling, pasteurizing, bottling, storage. Saw ways that milk is distributed: Trucks and drivers, trains. Saw people who work at dairies: watched them, and talked to some of them.

They learned: To observe, raise questions and listen to answers, significant things about dairies and about milk, meanings of words and terms in a very real way.

First-hand experiences give small children meanings for words they read and ideas to use in language and art.

Its constructon: How a second grade child uses it to further play—

In a dairy set-up, the children make the various buildings, vehicles, people, equipment, and so forth as they find need for them in their play; and because this construction demands an accurate factual background and the use of skills in a relationship that is understandable to the child, the teacher arranges for the construction and play, enriches it with information, assists with skills, and makes the activities as worth while as possible.

Manipulation and experimentation appear to be real urges. Certainly they are ways in which learning takes place.

The children made of wood: Barns for feed, storage, calves, bull, milking, washing; corrals, calf pens; feed troughs, hay racks, silos; bottling plant, milk depot; creamery; trucks and wagons: feed, retail delivery, wholesale delivery, milk, refrigerator, hand, hay.

They modeled of clay: Animals—cows, bulls, calves, horses.

They made of cloth and pipe cleaners: People—milkers, creamery men, and truck drivers.

They learned: To hunt for accurate information, apply it to problems, be observant, measure, handle simple tools carefully and effectively, put these tools back into their proper places, clean up their work space when they had finished, share materials and ideas, work with wood, model with clay, paint with calcimine, safeguard the floor, equipment, and clothing against spattering paint, do simple sewing.

The skills are incidental to the problem; incidental but essential. It's the problem that counts to the child. He only uses the skill in order to accomplish his purpose satisfactorily.

ARITHMETIC: How a second grade child uses it in a dairy study—

In building and equipping their dairy, the children needed to use some simple arithmetic. They had many number problems like these to solve:

Counting. Five children need 4 button molds for trucks. How many shall be ordered? Each child needs 2 pieces of lead. How many shall be cut? Fifteen children may play at one time.

Experimenting with size and proportion. Selecting lengths of wood for truck beds, selecting wheels suitable for vehicles, making fences in proportion to cows, making men in proportion to trucks.

Measuring (linear). They measured floor space with the yardstick to find how long to cut lumber for corral fence, used a foot rule to measure lumber for fence posts, and learned about yards, feet and inches.

Measuring (liquid). They learned about quarts, pints and half-pints. A quart of milk makes enough custard for 5 children. How many quarts will it take for our class of 35?

Money problems. A quart of milk costs 10 cents. How much will the milk cost for our custard?

Telling time. Month, days of the month, the date, hours, minutes.

A young child learns best from concrete situations.

To use arithmetic as a practical tool is an aim of the new school.

READING: How little children learn to read in a dairy study—

To build and equip a dairy and play with it the children needed information.

They took trips to get ideas—"Reading Background." On their trip they learned names and other new words as: Silo, milking barn, stanchions, and so forth. They got a mental picture of things represented by these words. In this way they learned meanings.

They read for information and pleasure: Charts written about their experiences, about dairy activities, charts giving directions for construction, booklets written by the children and by the teacher, books: simple textbooks, story books, picture books.

They learned: How to hold a book properly, locate pages by number, use a simple table of contents, take care of books, read for information, and enjoy reading as an activity.

Children "read to learn" as they "learn to read."

The new school is concerned not only with teaching words, but with developing meanings.

LANGUAGE, SPELLING, PENMANSHIP: How it is used in a dairy study, Second Grade—

In building and equipping their dairy and playing with it, the children used language in a natural, practical way.

They talked, exchanged ideas, discussed problems, made plans and suggestions, volunteered information, raised questions.

They composed stories and verses which the teacher wrote on the board, about themselves, their dairy, and familiar things.

They wrote signs and labels, short stories, verses.

They learned to use many new words, speak distinctly, talk one at a time, organize ideas, spell simple words they needed, recognize and use capital letters, question mark, period, quotation marks, write words, and to spell correctly as they wrote.

Good oral expression is the foundation for good writing.

Something to say, then learn to say it well, is an aim of the new school.

PLAY AND DRAMATIZATION—

Play is a real need of childhood. Outside of school, children play house, policeman, train, store, and so forth.

The school uses the child's love of play and tries to direct and enrich it by:

1. Helping children to learn to play together better.
2. Giving them accurate, useful information.
3. Helping them to learn to use the skill subjects in a practical, functional way.

In the dairy unit of work, children played dairy and dairyman. They were the dairymen and other workers.

Let us be careful not to confuse dramatic play with dramatization. Dramatic play is precisely what its name indicates—play, the ordinary play that one witnesses in yards when children are free to play as they wish; only it is finer, more meaningful play, and more fun, because in the school, where play is at its best, children have the benefit of the guidance of one who can guide them to think up better things to play, help them straighten out the tangles, and make the play more fun. The teacher uses the dramatic play diagnostically. She can tell whether or not the child's information is accurate, and about how much of it he has by the way in which he uses it; how he plays, too. Play, in the hands of some teachers, becomes a vehicle for carrying information. At its finest, it will have information as its background, but *play itself* is its own justification.

Since play is a normal activity of childhood, it is one function of the school to help children to learn how to play well together as well as work well together.

When children played: They brought cows to the milking barns, washed cows, fed and milked them, performed other chores, bottled the milk, delivered the milk, and so on.

In short, they relived experiences through play.

They learned: To hunt for accurate information, apply it to problems, ask for reasons, work and play with one another, and understand what part dairies play in our daily lives.

What to do in leisure time is an important problem in our democracy.

Social understandings are essential in solving problems.

A STUDY OF PIONEER LIFE FOR FIFTH GRADE.

PROBLEM OR ACTIVITY: To build and furnish a pioneer cabin for use—

To do this the children got information from: Books, pictures, photographs, maps. Kinds of cabins built? When? Where? Why? How furnished? Why?

Planned their own cabin: How big? Where? Of what? How much material? Cost? How to get materials?

(EDITOR'S NOTE: From the study of this unit we have chosen only those portions dealing with the "3 R's.")

READING: How it is used in a pioneer life study—

To build and furnish their pioneer cabin and reenact pioneer life, the children needed to read.

They read for information in: Reference books, encyclopedias, geographies, histories, biographies and atlas; materials prepared by teacher: directions, explanations.

They read for information and pleasure: Bibliographies, stories (historical fiction), material they had written.

They learn to use effectively: Card catalog, Readers' Guide, dictionary, bibliographies, encyclopedias, maps, globes, charts.

They learned: How to locate facts quickly, verify an opinion, where to look for reliable information, how to skim for gist, summarize, find meanings of words, follow directions, use library facilities, handle and take care of books, and choose reading materials wisely.

Not only to read with understanding, but with discrimination, is an aim of the new school.

ARITHMETIC: How it is used in pioneer life study—

To build their pioneer cabin and equip it the children had to learn and apply arithmetic.

They measured, using inches, feet, yards, and fractions thereof: Size of site, cabin, furnishings, relative sizes, plans to scale, maps to scale, time line.

They estimated or computed: Costs of materials and relative values, amount of work to be done, materials needed, work in terms of value and time, time, distance.

They budgeted money allowed for expenses: Planned necessary items to buy, decided relative values of items to them, kept account of expenses, prorated materials.

They itemized expenses: Made written requisitions for materials.

They checked supplies: Inventoried materials and tools.

They made a time line: Figured dates.

Arithmetic used: Addition, subtraction, multiplication, division of whole numbers, common fractions, decimal fractions, place value of numbers, denominate numbers, linear measure, liquid measure, money and money values; forms, bills, requisitions, budgets, receipts, inventories.

To use arithmetic as a practical tool is an aim of the new school.

LANGUAGE, SPELLING, PENMANSHIP: How they are used in a pioneer life study—

In carrying out their plans of building and furnishing their cabin, the children used language in a natural practical way.

They talked: Discussed plans, proposals, possibilities, raised questions, evaluated work, planned next steps.

They made reports: On information found, on investigations and queries, on progress of work.

They wrote letters: Business letters asking for prices, assistance, of appreciation of courtesies; social letters, invitations, and "Thank you" letters.

They wrote: Bulletins and notices, captions under pictures brought in, signs and labels, descriptions of "how to make" or "do," memorandum of work to be done, and committee assignments, stories about pioneers, their own activities, songs and verse.

They made: A bibliography, annotated card catalog, class book, and a play.

They saw a real reason for practicing spelling, penmanship, and correct language forms.

Not only to know, but *to use* good English, is an aim of the new school.

POPULAR UNITS OF WORK IN GRADES V AND VI IN LOS ANGELES CITY SCHOOLS

By CLAUDIA BRETT,
Assistant Supervisor Elementary Curriculum Section, Los Angeles City Schools

I. PURPOSE.

In order that the curriculum and supervisory staffs of the Los Angeles City Schools might give definite help to Fifth and Sixth Grade teachers during the school year 1936-37, a survey was made to determine, (a) which units were in process this year; (b) which had been most successful in previous years, (c) which new units needed to be organized, and (d) which service sections, (such as art, industrial art, visual, library, etc.) could be drawn into each activity to make it as complete as possible. This report deals with those units which had proved most satisfactory in previous years.

II. PROCEDURE.

Questionnaires were sent to 1,150 teachers. The findings were carefully tabulated according to districts (there are six districts in Los Angeles) and kept for reference in building future curriculum material. In order to facilitate tabulation the units were arranged under inclusive titles, such as *Man and his World, Other Countries, Workers, Transportation,* etc.

1. *Man and His World.*

(a) Solar System, Weather, Story of Time, Conservation, Forests, Water, Electricity, Magnets, Light, Trees, Homes, Story of Time, Foods, Architecture and Clothing.

(b) History of Man and His World, Egypt, Greece, Medieval Life, Vikings and Spanish Explorers.

2. *Other Countries.*

Mexico, Hawaii, British Isles, South America, Africa and Europe.

3. *Transportation.*

Ships, Aviation, Harbor, United States Mail, Highways, History of Transportation and Railroads.

4. *Our Workers in the United States.*

Iron and Steel, Markets, Motion Picture Industry, Fishing, Petroleum, Lumbering, Farming, Mining, Toy Making and Industrial Workers.

5. *California.*

History of Los Angeles City, Los Angeles Harbor, Early California, Mission Life, Ranch Life, and Plant and Animal Life of California.

6. *The United States.*

Colonial Life, Indians, National Parks, Hawaii, Alaska, Westward Trails, Exports and Imports, Panama Canal, Boulder Dam and Our Constitution.

Down to date the California State Course of Study for Grade V has required the study of early explorers of America and the consequent growth of our nation. To Grade VI has been assigned America's old world background and the adaptation of the gifts of this heritage to the needs of modern life. Chart I gives the rank order of the teacher's choice of the most satisfactory units that had been carried on before 1936-37.

CHART I

UNITS OF WORK	NUMBER OF CASES
Other Countries	213
Mexico	*121
Man and His World	208
Transportation	111
Our Workers	65

CHART II

Area	Most Popular Units	No. Cases	Second Most Popular Unit	No. Cases	Third Most Popular Unit	No. Cases
I.	Other Countries *Mexico	38 *22	Transportation	31	Man and His World	27
II.	Man and His World	59	Other Countries *Mexico	43 *25	Transportation	22
III.	Man and His World	44	Other Countries *Mexico	24 *14	Our Workers	13
IV.	Other Countries *Mexico	29 *16	Man and His World	22	California	10
V.	Other Countries *Mexico	35 *22	Man and His World	31	Transportation	14
VI.	Other Countries *Mexico	38 *22	Man and His World	25	The United States	12

Teachers' Choice of Most Satisfactory Units of Work

In spite of the fact that most teachers follow the course of study, this chart shows that out of the other countries studied *Mexico* was by far the most popular, South America was second, British Isles third. Our old world background did not seem the most popular study. Mexicans are here and now a part of our every day life.

Man and His World (note the variety of topics under this heading) ranked second. Again boys and girls show an interest in first hand information gathered by every day experiences.

Transportation was third, especially air transportation. The air disasters of this year will no doubt increase the interest in this field.

Our Workers stood fourth in popularity. Many homes have been affected by the recent labor troubles. Boys and girls do understand more about modern social and economic problems than their parents or grandparents did.

Chart II gives the results by areas or districts of the most satisfactory units of work which had been carried on before 1936-37. It will be noted each area in the city wide survey shows the same trend.

III. SUMMARY.

This study of pupil interest as evidenced by teachers' reports of the most satisfactory units of work carried on before 1936-37 in Grade V and VI of the Los Angeles City Schools would lead one to draw the following implications.

1. Teachers follow the line of procedure as laid down in our State Course of Study. The adoption of state texts makes this mandatory.

2. There is a growing tendency among teachers and pupils to emphasize *present social trends* rather than *past racial heritage.*

3. Children are fascinated by a study of their own immediate environments and appreciate every day happenings.

Child interest in our present day workers may be due to our country's epidemic of "sit down" strikes. Transportation is no longer a vague term; air disasters have been more numerous than usual this year. Mexicans are a part of the every day life of California school children; what more natural than an interest should be evinced in the cultural background of these people! Children are eager to know about the "Here and Now."

* Shows majority of votes given to this one country.

NOVEMBER INSTITUTES

Bay Section

The annual Joint Institute and Convention of the California Teachers Association was held in San Francisco and Oakland, November 23 and 24. The program of this convention offered the assembled teachers the minimum of professional fare and a feast of good comment on topics of world interest. For the duration of the convention, at least, "teachers were people," people whose appreciation of good social and political discussion was given adequate consideration.

Dr. N. Wing Mah, Assistant Professor of Political Science, University of California, Berkeley, talked on the "Situation in the Orient" with authority, as a Chinese who knew his country and a scholar who understood the world forces involved. Nicholas Roosevelt, former United States Minister to Hungary and former Vice-Governor of the Philippine Islands, in his talk on "The Restless Pacific," presented a picture of the oriental situation as it touched us through our commitments in the Philippine Islands. Ruth Bryan Owen Rohde, former Minister to Denmark, in a discussion of "The Scandinavian Co-operative Movement" drew a picture of the small kingdoms of northern Europe as the true leaders in a truly democratic way of life and government. A topic nearer home and of vital interest to all citizens, "The Labor Movement Today," was presented by Daniel C. Murphy.

Such a program certainly throws into the discard the tradition that institutes are a duty—to be endured.

Northern Section

Approximately 2500 teachers from sixteen counties and three cities attended the ninth biennial convention and teachers' institute of the California Teachers' Association, Northern Section, held in Sacramento on November 22, 23 and 24th. General sessions were held in the Sacramento Memorial Auditorium in the mornings and section meetings were held in various hotels and schools in the afternoons.

General Session Speakers

President Charles K. Price, of Oroville, presided at all general sessions. Speakers for the general sessions included:

Monday—Dr. Bruce Baxter, President of Williamette University; Mrs. Preston-Stanley Vaughn, only woman member of the assembly of New South Wales, Australia;

Governor Frank F. Merriam, and Mayor Arthur D. Ferguson of Sacramento.

Tuesday—Dr. Michael Demiaskevich, professor of education at George Peabody's College; Mrs. B. C. Clarke of Jackson, president of the California Congress of Parents and Teachers, and Dr. Walter Dexter, State Superintendent of Schools.

Wednesday—Roy Cloud, executive secretary of the California Teachers Association; and Dr. E. J. Anderson, president of Linfield College, McMinnville, Ore., who recently returned from the Shanghai war area.

Counties and Cities Represented

Sacramento, Chico and Roseville were the three cities sending teachers to the institute. The counties included were Amador, Alpine, Butte, Colusa, Calaveras, El Dorado, Glenn, Lassen, Placer, Plumas, Sacramento, Sierra, Sutter, Tehama, Yolo and Yuba.

Social events during the three days included eleven luncheons and dinners by various teachers' groups and an open reception for teachers and their escorts. Leo B. Baisden, Assistant Superintendent of Schools in Sacramento was in charge of arrangements.

James N. Gardner, instructor in French at the McClatchy High School in Sacramento, was elected president of the California Teachers Association, Northern Section for the next biennium.

—Reported by Ray B. Dean, Principal, David Lubin School, Sacramento

North Coast Section

The Sixteenth Session of the North Coast Section of the California Teachers' Association and the Joint Institute of Del Norte, Trinity, Humboldt, and Mendocino Counties were held in Eureka November 8, 9 and 10th.

General sessions were conducted in the mornings and the first hour in the afternoon. The music at each of these sessions was directed by Mr. Glenn H. Wood, Oakland Public Schools, and the speeches were given by the following men: Mr. V. McCaughey, Editor of Sierra Educational News; Mr. William Paden, Superintendent, Alameda; Mr. McQuarrie, President of San Jose State College; and Dr. Walter Dexter, State Superintendent of Public Instruction.

After the general sessions each afternoon there were sectional meetings on Art, Reading, Social Studies, Music, Safety, Health, Commercial, Agricultural, and Early Childhood Education.

At this later meeting through the efforts of Miss Frances Giddings, State Membership and Extension Chairman of California Kindergarten-Primary Association, a North Coast Section was organized with twenty-five paid up members. The following officers were elected to serve for two years:

President, Miss Neva Cavanagh, Fort Bragg; Vice-President, Miss Tosca Schulze, Eureka; Secretary, Miss Pinkerton, Arcata; and Treasurer, Miss Irene Showers, Eureka.

During the Institute on Tuesday, November 9th, a State Regional Conference of Elementary Principals of North Coast Section was in session. The luncheon meeting was presided over by Mr. J. W. Hardwick, President, with speaker, Dr. Walter F. Dexter, State Superintendent of Public Instruction. Following the luncheon Miss Helen Heffernan, Chief, Division of Elementary Education and Rural School lead an interesting open Forum on Problems of the Principal.

At the business meeting of the North Coast Section of the California Teachers' Association the following officers were elected for 1937-38.

President, Paul C. Bryan, Fort Bragg; Vice-President, R. J. McKeay, Mendocino; Vice-President, Robert A. Ricklefs, Hoopa; Secretary, Shirley Perry, Ukiah; Council Member, W. A. Chessall, Ukiah; and Council Member, A. O. Cooperrider, Arcata.

—Reported by Frances Giddings, Rural Supervisor, Mendocino County

Central Coast Section Institute And Convention

San Luis Obispo was host city to the Central Coast Section on November 22, 23 and 24. Approximately 1200 teachers were in attendance. Superintendents Robert L. Bird and Charles E. Teach, assisted by many local organizations and a corps of gracious teachers, filled the between session hours with hospitable entertainment. Luncheons, dinners, and breakfasts were many and interesting. A tour of the old mission recalled those earliest California teachers, the Franciscan Fathers, while an "at-home" by the California Polytechnic illustrated vocational education in its most modern aspects. Mary McCormic and Kryl's Orchestra filled one delightful evening and a dance-reception with plenty of young men was a courtesy of the Chamber of Commerce and other organizations.

President J. I. Dean with his program committee built a convention and series of conferences around current social interests and professional problems. Europe and the Far East and America in school and out were themes of general addresses. Miss Doris Farrell, President of the Department of Classroom Teachers built an especially interesting assembly at which President Tully C. Knoles and Secretary F. L. Thurston spoke.

For conference meetings the 1200 teachers divided themselves into 30 groups, each with a teacher chairman and one or more conference leaders. Conference periods were three hours each and the groups met for from one to three periods. Several of the groups accomplished most worthwhile results and by previous arrangement received college credit. Conference meetings have been held in connection with the Central Coast Section for several years and many of the groups have accomplished a very real feeling of professional unity and meet at intervals throughout the year.

—Reported by T. S. MacQuiddy, Superintendent of Schools, Watsonville

Central Section

Fresno and Madera Counties and Fresno City held their annual institute, cooperating with the California Teachers Association, at Fresno, November 22 and 23.

No report of this institute has reached us, but as we read through the printed program, and compare it with the programs of the other sections that have met this past month, we are interested to note two points that seem to be common to them all. One is the inclusion of speakers from fields entirely outside the professional teaching group, speakers of authority, whose themes, chosen from contemporary social and economic history, are of the greatest importance in our wider community life.

It is encouraging to believe that such institute programs have arisen out of a demand from teachers themselves for opportunities to widen and enrich their understanding of the larger world beyond their professional boundaries. We note on the program an address by C. L. Geer, District Superintendent of Schools, Coalinga, on the topic, "The Institutes of 1890 and 1937 Compared." We wish someone had sent us a copy of that speech! Is our observation in harmony with his historical data?

The second point that we noted as common to all the programs is the really impressive character of the music presented. We cannot personally vouch for performance, except in San Francisco where we have heard great music interpreted by school groups with more than amateur skill and understanding. But the very titles on the programs speak for a rising level of music appreciation throughout the school world which they represent.

Tulare County Institute

This single county institute, under the presidency of Alice G. Mulcahy, met at Tulare, November 22 and 23. The meetings were held in the new high school auditorium. This building, seating 1400, modern in design and equipment, has been praised as one of the most beautiful auditoriums in the state. It contains, beside the main theater, a Little Theater, seating 150, and the school administrative offices.

Another new building is a classroom unit constructed directly east of the main building and connected by a long corridor. This includes a spacious library and large rooms to care for the ever-increasing Home-making and Commercial Departments. The cost of these two was approximately $255,000.00.

The auditorium was erected on the site of the old building which had been condemned and razed. The old bricks were used to construct a heating unit and bus garage for fourteen buses.

The first general session address was "Educating for Safety", by Niels Nielsen, Executive Secretary, Traffic Safety Commission, Department of Motor Vehicles.

The feature of the last general session was a student panel discussion. Topics discussed by the young speakers were: 1. Grammar school preparation for high school with a conclusion pointing to the need of junior high schools as a transition step, and special counseling qualifications for seventh and eighth grade teachers; 2. curriculum; 3. the need for courses in preparation for marriage; 4. extra-curricular activities. The intelligent handling of these topics by the panel and the serious attention given by the teachers of the audience were good omens for a future that will find, in closer co-operation between students and teachers, a solution for pressing social problems.

—Reported by Genevieve Mulcahy, Senior Class, Tulare High School

ST. GERMAIN RESTAURANT

60 Ellis Street, San Francisco

Enjoy the intriguery of real French cooking at San Francisco's most famous French restaurant. Refined surroundings for visiting teachers.

Regular Lunch, 50c
Special, 65c
Regular Dinner, 90c
Plate Dinners, 55c, 65c, 75c, 85c
Sundays and Holidays, $1.00

Phone: SUtter 2980

LIBRARY NEWS DEPARTMENT

MABEL R. GILLIS
State Librarian

At the Annual Conference of City, County and District Superintendents and Supervisors and Directors of Instruction held in San Francisco in October, one section was devoted to the problem of providing adequate supplementary instructional materials in rural schools. Eleanor Hitt, Assistant State Librarian, presented the problem of providing books and Miss Lelia Taggart, Rural Supervisor of Santa Barbara County, discussed ways and means of supplying visual and auditory aids. Miss M. L. Richmond, General Supervisor of Butte County, was Chairman. The two papers were followed by discussion led by a panel consisting of Jessie Lea, County Librarian, Contra Costa County; F. M. Fulstone, Rural Supervisor, Fresno County; Bessie C. McCabe, Rural Supervisor, Santa Clara County; Gretchen Knief, County Librarian, Kern County; and Margaret Van Voorhies, Supervisor of Physical Education, San Diego. Miss Hitt's paper is presented in this department in two installments, of which this is the first.

The Problem of Providing Adequate Supplementary Instructional Materials in Rural Schools

By ELEANOR HITT, *Assistant State Librarian California State Library*

In a discussion of this problem I feel sure this group accepts as a premise that supplementary materials are a necessity to effective instruction, and as a corollary, that what constitutes adequate supplementary materials is determined by the type of instruction that is offered. So our problem is really an ever-changing one.

A brief review of the ways in which supplementary books have been supplied, adequately or inadequately, in the past may help us to gain perspective in viewing the problems of the present. To do this we must go back to the very beginning of our state for the first legislature in 1850 made provisions for school libraries to be supported by a county school tax. It is true only meager school library funds were provided for many years and no provision was made for their effective administration. However, the big idea that school libraries should be tax supported was part of the law and from it have come all the later developments.

School District Libraries in Early Days

We have ample evidence that for many years at least such money as was used for books in rural school districts was spent in a hit-or-miss fashion. In a few cases there were undoubtedly alert and progressive teachers who influenced trustees to provide a few books that were suitable as supplementary instructional material but such teachers seldom remained long enough in one school to make much of an impression with the small funds that were available. Some trustees quite openly spent the school library fund for light current novels which they and their families enjoyed. This was, of course, before libraries were generally available in rural California and spending the money in this way was perhaps preferable to using it not for books at all, but for purposes entirely unrelated to libraries. Still other trustees, conscientious enough, but without knowledge or advice in the matter of book selection, were the victims of glib book agents who found school district libraries a fertile field for expensive subscription sets. Funds accumulated through several years were often invested in works of as little suitability as Bancroft's Works in 39 volumes or as little value as Lives of Distinguished Females in several volumes.

When the turning point came about 1911, the picture of rural school libraries was something like this: 3405 districts reported as having upon their shelves almost three million volumes—vieing numerically with Library of Congress and the British Museum. The phrase "upon their shelves" is significant. Many of the shelves were either up around the ceiling of the cloak room or behind the doors of cupboards more frequented by rats than by teachers and pupils. Most of the books stayed on their shelves because they were no temptation to anyone and because many of them would have fallen to pieces if touched. The sad minority of readable books stayed there because everyone had practically memorized them long ago. Needless to say, during these years, library books had little or no relation to instruction which was given almost exclusively by the text-book-recitation method.

Advent of the County Library

I have spoken of a turning point in school library development. This was reached with the advent of the county library. In 1909, under the leadership of James L. Gillis, then the progressive, far-seeing State Librarian, the extension of library service to rural people was begun through existing municipal libraries. During the next two years Mr. Gillis concluded that more effective service could be developed by the establishment of separate county libraries and in 1911 the law which made this possible was passed. While this law was in process of construction, a survey of rural school libraries was made and the conditions already outlined were thereby revealed. It was found that California educational philosophy had progressed to the stage of regarding one textbook in each subject as insufficient. This was one step ahead of the facilities because no individual district had the money to provide a variety of supplementary books and the books that were bought were out of date before they were worn out physically. Mr. Gillis conceived the idea of meeting this problem by using the newly established county libraries as the agency in which the resources of the school libraries might be pooled and the books redistributed and circulated among the schools as needed. So, to the proposed county library law was added the section which provided that elementary schools that elect to do so may pool their library funds in the county library fund, receiving in return, all books and library service outside of free state texts. Corresponding amendments were made in the school code and Yolo county became the pioneer in this co-operative effort in the school year of 1911-12.

PENNELL-CUSACK

The Children's Own Readers

NEW EDITION

A complete program that is satisfactory from every angle.

Activities which promote readiness for reading.

Materials and method for the pre-primer period including a handsome Wall Chart in full color.

Attractive books for grades 1 to 6 offering both much new and modern material and the timeless and beloved classics.

Workbooks, rightly priced, that help to develop reading abilities.

Teachers' Manuals, with a wealth of valuable material.

Additional reading, grades 1 to 3 in a Companion Series.

Don't overlook them.

Ginn and Company

45 Second Street, San Francisco

Early Stages of County Library Service to Schools

Reading the early reports we smile at the naive pleasure of all concerned when twenty-five or thirty new books were sent to one school—to be exchanged when they had fulfilled their purpose. Contrast this with the average of twelve books per pupil furnished by county libraries in the year 1933-34. The establishment of county libraries went ahead steadily and with it the extension of school service stimulated by a school library organizer from the State Library who brought the new plan to the attention of school administrators and trustees. Looking backward to the time when the plan was in its early stages of operation we see the work of the county library as relatively simple, although I distinctly recall that we did not recognize it as such at the time. The principal school function of the county library was then to provide supplementary sets of readers, geographies and sometimes even arithmetics, English Composition books, and spellers. These sets were exchanged as frequently as the teachers desired and a class of quick readers might use four or five sets of books in a term. This was a long step forward from reading one book until many of the children knew the pages by heart. In addition, occasional subject requests were received from the schools and filled for the most part by temporary loans from the general collection of children's books. Some county libraries after a few years began supplying "reading table books" out of school funds but for the most part recreational and general reading for children was carried on through community branches and stations. I well remember when we timidly began to furnish reading table books in San Diego where I was then county librarian how many questions arose as to the advantages and general propriety of the practice.

Change in School Library Funds

In 1921 a change was made in the law governing the library fund of school districts outside of cities. Previously the library apportionment had been on the basis of a percentage (between five and ten) of the total district fund but since then it has been possible for school trustees to budget whatever school library funds they wish so long as the amount is not less than $25 a teacher. Should the trustees fail to include the school library fund in their budget, the county superintendent is authorized to apportion not less than $25 and not more than $50 per teacher. We shall have more to say about financial developments later but the point is here that this change, which resulted generally in increased funds, helped for the time being to take care of the rapidly growing service which county libraries were rendering.

Influence of Activity Program

In the late twenties under new and progressive leadership in the Division of Elementary Education and Rural Schools in the State Department of Education we began to hear about "the activity program, large units of work or centers of interests, an integrated curriculum," et cetera. From that time on the movement from what is now called the traditional or textbook centered school has brought about sweeping changes in the school service of the county libraries. Librarians found themselves with huge collections of supplementary textbooks no longer called for in large sets but without materials to meet demands for projects on shelter, communication, Mexico, Holland, and a score of other "centers of interest." So in many cases, without time for preparation for the new program the school departments had nothing but books that without analysis and reorganization were practically obsolete. Adjustment could have been made fairly smoothly and easily had the financial situation kept pace with the educational one. The difficulty was and is that it did not. The librarians were faced with the necessity of purchasing many books of a different type for the schools, and in addition they found that the reference and organization work involved while interesting and stimulating was also proportionately time-consuming. The result was that the school work encroached in many cases upon the funds and the time rightfully appropriated for community work.

Financial Difficulties

This had come about naturally enough, for some time really without awareness on the part of either the library or the schools. The law specified that the library money apportioned by the schools that had joined the county library system should be turned in to the general county library fund and should be expended as an integral part of that fund. The funds raised by the special county library tax were fairly liberal and in many cases were sufficient to provide expansion of community service to both the adults and children and at the same time to supplement the school money which was gradually becoming inadequate to meet the school needs. These were increasing rapidly as we have seen with the changing character of instruction and because the demands were more immediate and more insistent than those of the general rural public they were eventually absorbing a disproportionate amount of the available funds.

The realization of this resulted in curbing somewhat the enthusiasm of county librarians in trying, without regard to figures, to furnish each school with all the books it needed when it needed them. In an effort to equalize matters a majority of the county libraries began to keep school funds separate, at least on paper, and then to use school funds to defray some of the overhead expense involved in school service. We are all only too familiar with the arguments that have resulted from this policy. The tendency on the part of the objectors is to overlook one fundamental fact—that books are after all inanimate objects. They do not move from place to place; neither do they shriek their contents. Their value is merely potential until it is made real by human effort and human understanding.

The second and last installment of this article will appear in the January issue of this periodical.

NOTES

Recently the United States Civil Service announced three new positions to be filled in the federal government: Chief of the newly established Library Service Division in the Office of Education, a Specialist in Public Libraries, and a Specialist in School Libraries. Partial results of these examinations have just been received and it was gratifying to find that a California librarian had been chosen as the Specialist in Public Libraries. The position is to be filled by Miss Edith Gantt, who has been for the past seven years librarian of the Solano County Library. Before coming to California Miss Gantt had public library experience in Idaho and she has had experience in Plumas and Stanislaus Counties and at the State Library in this state. She had her library training at the New York Public Library School.

At a meeting of the Executive Committee of the California Library Association held in Los Angeles November 12 it was decided to have the annual meeting of the Association in Los Angeles May 18-21, 1938. The headquarters will be at the Ambassador Hotel.

The following librarians attended the teachers institute for the sixteen northern counties held in Sacramento recently: Mrs. Ella P. Morse, Colusa County, Joy Belle Jackson, Plumas and Sierra Counties, Cornelia D. Provines and Frances Murphy, Sacramento County, Edith E. Gray, Siskiyou County, Nancy C. Laugenour, Yolo County.

The San Diego Public Library is developing a fine collection of music. The nucleus was the Wallace Moody Memorial Library of Music. To this has recently been added the music compositions owned by the Marston Choral Society which for many years was directed by the late Wallace Moody. Miss Plaister writes, "We belive in San Diego 'unto him that hath shall be given.' Not only have we received the Marston Choral music but yesterday another large gift of music from a private library." Miss Plaister goes on to say that the music has come at a particularly favorable time since the library always has many calls for Christmas music.

CHILDREN OF MEXICO

Irmagarde Richards and Elena Landazuri
School edition $1.25 Library edition $1.50
223 Pages, 108 Illustrations

Usual Discounts to Schools and Libraries

Our children are introduced to their neighbors south of the Rio Grande through a series of stories. Children of the past, Aztec, Spanish, and Colonial, present Mexico's background. Children in hacienda and city, and in remote Indian villages, present the life and customs of vital post revolutionary Mexico today. The history and geography inherent in the stories are supplemented by topical material, maps, charts, tables and other data. The manuscript was checked for accuracy by members of the Federal Department of Education of Mexico and by members of the staff of the National Museum.

The New York Times Book Review

The authors have succeeded in picturing with considerable vividness both ancient times in Mexico and present-day Mexican life. They evidently know and love Mexico, and their sympathetic appreciation of the country and the people will have its effect upon the child readers in the United States by promoting international understanding and a true neighborliness toward the boys and girls who live south of the Rio Grande. There is a chapter fully describing a Mexican Christmas which children in this country will enjoy reading.

Harr Wagner Publishing Company

609 Mission Street San Francisco, Calif.

WESTERN SCHOOL NEWS

G. H. CHILCOTE, just retired as western manager of the D. C. Heath and Company, will certainly be missed "from the road" by his many friends. He has been traveling for D. C. Heath since 1901.

Mr. Chilcote was born in Indiana, attended high school there, and spent two years at the University of Michigan. He came to California at the end of his sophomore year, and completed his education at the University of California. He went into the Los Angeles school system as a teacher, and within a year or two he became principal of one of the Los Angeles Elementary Schools. He was also a member of the Board of Education for Los Angeles County before he left the school work to become a "bookman."

GEORGE T. BABCOCK, well-known among California school people as a representative of the D. C. Heath and Company, has recently been appointed Pacific Coast manager for the company. Mr. Babcock succeeds Mr. G. H. Chilcote, retired, as western head of the Heath organization.

Mr. Babcock was born in Denver, Colorado. However, he grew up in California, in the southern part of the state. He attended the elementary schools of Los Angeles and Pomona, graduated from Pomona High School and Pomona College, doing his graduate work at the University of California at Berkeley in economics. His teaching experience included high school teaching in Taft and Healdsburg. He joined D. C. Heath and Company in January of 1923. Mr. Babcock is well liked throughout the state and his many friends will welcome his appointment as western manager of the company.

MR. FORREST V. ROUTT, Superintendent of Schools of Martinez, prepared a very interesting program for American Education Week. With the cooperation of the Contra Costa County Gazette, he published each day during this week an article written by one of the Senior high school students. These articles were on subjects of special interest in connection with American Education Week.

The schools and the American Legion worked jointly on the program. Mr. Steve Nielson and Superintendent Routt were co-chairmen in charge of this program. Mr. Routt says that he has never found more helpful cooperation with the schools in any community. The newspapers, the American Legion, and business organizations gave every possible assistance. Their support was not only for the duration of Education Week. They are school conscious throughout the entire year.

One phase of the education program this year was planned to give the high school girls a chance at public speaking. Although the girls had some representation during Education Week, the talks to the Service Clubs have been turned over entirely to them. The boys have had other opportunities to make public appearances.

Mr. Routt has put into effect this fall a pre-primary program which has enlisted the support of his community for a procedure which, sound as it is, is likely to meet adverse criticism among parents who do not wholly understand it. He describes this program in these words:

"Many children who enter the first grade are not mature enough actually to comprehend the formal instruction that is given. They have not as yet grown into a formal learning readiness. In order to meet this condition and avoid discouragements or weakened foundational work we have organized what we call a pre-primary group. It is neither a glorified kindergarten nor a simplified first grade. It has its own program just as definitely as has any other division in the school. Children who are placed in this group are given an activity program and every encouragement is given to the development of a reading readiness. It is possible for a child who develops this readiness early to be transferred into a regular first grade. If the development is slow the child may remain in the pre-primary grade for an entire school year. We have the feeling that those who do require a year in this group will be stronger in their work eventually and will make up the time lost by the time they have reached the fourth grade.

"This is not a slow group and there is no stigma attached to being in it. One of the pupils in our pre-primary division has an I. Q. of one hundred and forty. The children are perfectly normal. I have insisted that the name first grade be entirely eliminated for this section. The reason is that traditionally in the first grade children are supposed to learn to read, but in our pre-primary group several weeks may elapse before any child begins to learn to read. This matter was explained to the patrons of the district and has been accepted without adverse criticism."

WALTER B. KANOKEY, Superintendent of Schools of Tulare, is a graduate of the Washington University, having received both his AB and Master's Degrees from that institution. Before coming to California, he was superintendent of schools in the Foster School District near Seattle. In 1927 he came to Stanford for a year's additional post-graduate work. He went direct from Stanford to the Tulare school system.

TULARE CITY SCHOOL system has had an increase of 250 students in the high school and about the same number in the elementary school—a total increase of nearly five hundred. This fact is attributed largely to the influx of people from the Dust Bowl. A new ten room building is planned for the elementary schools which will be for seventh and eighth grades only at present. Eventually it is expected that as the high school attendance increases, the ninth grade will be moved to this building, forming a complete junior high school unit. Bonds were voted June 2 for one hundred and twenty thousand dollars to cover the cost of this new building. The bonds were to be sold early this December and construction work to begin about January first. It is planned that the building be ready for occupancy September 1, 1938.

MR. ROBERT LEE, Principal of the Livingston Schools in Merced County, this fall is installing in the elementary school a new heating system at a cost of approximately six thousand dollars. Livingston has both a primary and elementary school, a total number of 14 teachers for both schools and a total enrollment of 456 children.

Mr. Lee is a graduate of Humboldt State College and Stanford University. He has been attending summer sessions, taking work toward a Master's degree at Stanford.

THE NORTHERN section of the California School Supervisors' Association held their annual banquet in Sacramento during the November institute. About fifty members attended. It is reported that the Sacramento County School Supervisors acted as a committee to decorate the banquet room and that the decorations were unusually lovely. The Sacramento Junior College trio provided the music, and Miss Helen Heffernan gave the address of the evening on the subject, "The Out of School Life of the School Child."

The next meeting of the northern section of this association will be held at the Chico State College on January 10. The entire day will be devoted to the meeting starting at 9:30. Floyd L. Tarr, Supervisor of Physical Education and Attendance in Butte County, is president of the northern section this year.

DOCTOR FRANK W. HART, Professor of Education of the University of California, has been on a trip around the world. He was a delegate to the Australian New Education Conference and was given a degree of Doctor of Laws at the University of Melbourne. He was one of five among the over-seas delegates to the conference to be so honored.

MR. C. L. KAST is the District Superintendent of the Gustine Elementary Schools. He is a graduate of San Jose State College and the College of the Pacific. When Mr. Kast came to Gustine, there was very little work done in the school outside of the class room routine. Being a modern and progressive school man, he wished the children of Gustine to have the advantages of the extra-curricular activities which other communities enjoyed. His board of education was entirely in sympathy with this program and one of the first things that he did was to interest the children and the community in music. Both the San Jose State College and the College of the Pacific, where Mr. Kast took his training, emphasize the use of music—San Jose placing special emphasis on drum and bugle corps, and the College of the Pacific emphasing choral work, orchestra, and operetta. Mr. Kast decided to use music as his first extra-curricular activity because it is one of the most interesting ways of furthering public relationship.

Gustine is located in a dairy country where many of the people are of foreign extraction. Such communities enjoy music and their children are particularly gifted. It was interesting to note that when Mr. Kast came into the system only eleven children were taking music, and at the present time two hundred and forty-three children out of total enrollment of three hundred and ninety-eight are taking instrumental music. Mr. Kast has developed a band, a drum and bugle corps and

Quality

SALTED AND UNSALTED NUTS

for Less

Special Prices to P.T.A. and School Gatherings

Buddy Squirrel's Nut Shop

791 MARKET STREET

(Next to California Theater)

a school orchestra. The drum and bugle corps was the first and simplest course to be established. This group is very proud of the fact that in a year they have won ten first prizes and five cash awards. They are also quite proud of the fact that the P. T. A. purchased new capes and caps for them.

The zeal with which the community and the school has gone in for extra-curricular activities is shown in the enthusiasm for the 4H club work. The boys this year won the county achievement cup and a gold seal charter, and the girls the essay cup for the best essay from 39 competing groups. They won a gold seal charter also. These gold seal charters are awarded by the United States Department of Agriculture for outstanding 4H club work.

Mr. Kast is active in educational groups and at the fall institute was elected president of the Merced-Mariposa division of the California Teachers Association.

Elementary Principals Meet

A MEETING of the officers of the California Elementary Principals' Association Bay Section, was held at the Coit Hotel in Oakland on Saturday, December 4, 1937. President Ella I. Buttner of Mill Valley presided. Other officers present were Miss Sarah Young, Oakland, Kenneth Slater, Mountain View, Beecher Harris, Berkeley, and Kenneth Glines, Albany.

The treasurer's report shows a balance of $239.54. A revised budget was read by Sarah Young and formally adopted. It was suggested that a substantial balance be kept to meet the expenses of the California State Elementary Principals' Conventions to be held in Oakland in 1939, and for the meeting of the National Department of Elementary Principals, in all probability to be held in San Francisco in 1939.

Methods of increasing the membership came under discussion. It was agreed that membership chairmen in asking principals to join would stress particularly the following points indicating the advantages of membership and the services the association performs. (1.) Regional Conferences, (2.) Local bulletins published throughout the year, (3.) Cooperation in meetings sponsored by State Department of Education, (4.) Legislative representation at Sacramento, and (5.) The professional Yearbook sent to each member yearly. Further discussion centered around the publishing of the Association's Bulletin. It was agreed to send copies of the next issue to all principals of the Bay Section area.

—Reported by Kenneth P. Glines, Secretary, C. E. S. P. A., Bay Section

"LADY PRECIOUS STREAM" IN SAN FRANCISCO

This distinguished play is to be presented at the Curran Theater the week starting January 3, 1938. During its long runs in London and New York it all but exhausted the adjective supply of eminent critics who seemed to agree it was a gem of the theater, and of "purest ray serene." Built on ancient Chinese drama, written into beautiful English by a modern Chinese scholar, it has all the appeal of timeless beauty and truth in a setting novel to western eyes but adapted to their understanding.

San Francisco looks forward with keen anticipation to the privilege of sharing with the rest of the civilized world the delight this play has everywhere aroused.

HUGH J. BALDWIN PASSES

By ARTHUR H. CHAMBERLAIN

Word comes of the passing, at his home in San Diego, of Hugh J. Baldwin, veteran educator, known to thousands of men and women, not alone in California, but throughout the country. Mr. Baldwin was well beyond the eighty year mark, and was hale and hearty up to the time of his passing, which was sudden.

Mr. Baldwin, "Hugh J.," as he was familiarly known, served from 1898 for many years as County Superintendent of Schools in San Diego County. Under his administration the schools had notable growth. He improved courses of study and raised teaching and educational standards. He appeared frequently upon platforms at institutes and educational conventions, and brought to his county speakers of acknowledged reputation. He rendered valiant services as president of the California Teachers Association, and, up to the time of his resignation from the School Department, was active in the affairs of the Council of Education and of its various committees. His efforts at Sacramento, from time to time, in the interests of legislation were well known.

During the 1915 Panama-Pacific International Exposition, Mr. Baldwin, acting under direction of the writer of this note, served acceptably in the field, making contacts with superintendents, principals, and teachers in the matter of educational exhibits. During recent years he has been on the staff of the State Humane Society and has traveled extensively through California.

There was a strong friendship between Hugh J. Baldwin and Harr Wagner, who for many years was editor of the WESTERN JOURNAL OF EDUCATION. It was while Mr. Wagner was county superintendent of schools of San Diego County that the friendship with Mr. Baldwin began and continued to the last. At the memorial exercises held after the passing of Mr. Wagner some months ago, Mr. Baldwin was one of the speakers who added his tribute to the memory and achievements of Mr. Wagner, and made a note-worthy review of his educational accomplishments.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

(State Accredited)

Day Classes in preparation for the commercial and industrial art professions, the fine arts, and teaching the arts and crafts.

Evening and Saturday Classes for adults busy during the day, and for teachers and children in school throughout the week.

After-School Teachers Class. A course in color and design planned for class-room use. Ethel Abeel, Instructor. Tuesdays, 4:15 to 6 p. m.

Write for Circular

F. H. MEYER, *President*

Broadway at College Avenue
Oakland, California

BOOK REVIEWS

From the Silver Burdett Company

THE UNIT-ACTIVITY READING SERIES offers some new supplemental pamphlets (each $.12) by Nila B. Smith. In the *At Home and Away Series* we note the following: for Unit 2, *Making a Playhouse*; Unit 4, *Jack Helps at Home*; Unit 4, *Joan Helps at Home*; Unit 9, *Cluck-Cluck's Egg*. In the *City and Country Series*: Unit 4, *Gray Elephant*; Unit 4, *About Camels*; Unit 5, *The Story of Wheat*; Unit 6, *Mr. Long's Garden*; Unit 7, *The Robin Comes*; Unit 7, *Big, Black Crow*.

Each sixteen page pamphlet is profusely illustrated with colored drawings of children happily working and playing, or of animals and birds in their natural habitat. Self-helps for new words are given on the inside cover pages. This series was reviewed in the February 1937 issue of the WESTERN JOURNAL OF EDUCATION.

From the American Book Company

OUR WAYS OF LIVING, by Wilson, Wilson and Erb, is a series of four books written in story form, which comprise a four years' social studies program. *Ways of Living in Many Lands* ($1.16) for the third grade. 305 pages, colored drawings, and black and white photographs. Short stories describe the family life and habits of the Indians, Bedouins, Lapps, Chinese, Swiss and Mexicans. *Where Our Ways of Living Come From* ($1.28), fourth grade, 474 pages. Black and white drawings and photographs. A correlation of geography, history, social relations and civics through stories of famous people, great events, and group living. *Living in the Age of Machines* ($1.48) fifth grade, 586 pages. A study of communication, transportation, power and machines. Good illustrations. *Richer Ways of Living* ($1.52), sixth grade, 666 pages. Develops an appreciation of the cultural values of living—of friendliness and of beauty; also the practical aspects of life through a study of the achievements in medicine and science, the uses of our natural resources, and the benefits derived from our form of government. Splendid illustrations.

From the Thomas Y. Crowell Company

Juvenile Books.

THE GIFT OF THE RIVER by Enid La Monte Meadowcroft. $1.75, 248 pages, 57 illustrations. In this book the author tells younger children the story "of the first people we know of who were really civilized." It is a delightful account of Egypt—"an acquired country—the gift of the river"—from the first primitive Nile dwellers to the downfall of a great country.

JENIK AND MARENKA by Zdena Trinka. $1.50, 160 pages, 29 black and white delightful illustrations. An interesting addition to *The Boys and Girls of Other Lands* series. A simple tale unfolds the daily life of a boy and girl in quaint and charming Czechoslovakia. The lovely old customs of the country are described. The Market Fair, the traveling puppet show, the people at work and play—all these are woven into a story well worth reading.

VOLCANOES IN THE SUN by Melicent H. Lee. $1.50, 160 pages, 27 black and white illustrations. A lively tale of a boy and girl of Guatemala, particularly of Antigua, the old time capital. The theme of the story is the growing of coffee. The entire process from setting out the small plants to preparing the

berries for market is unfolded through the story of the activities of two orphan children befriended by an old coffee planter. A coffee-picker's holiday, a visit to quaint old Cohan, and lots of adventures are all woven into a fascinating story.

Junior Books.

DOWN THE OHIO WITH CLARK by Charles Franklin Lender. $2.00, 300 pages with 26 spirited drawings. The heroic exploits of Colonel Clark in the Midwest are viewed through the eyes of the two Todhunter boys from Virginia. Descriptions of the hardships, adventures, sensational episodes and courageous exploits (all founded on fact) make this a vigorous narrative of an important event in American history.

BOYS' LIFE OF WILL ROGERS by Harold Keith. $2.00, 282 pages, 28 illustrations redrawn from photographs. Four-fifths of this book is devoted to the boyhood and youth of Will Rogers. Source material for this story was personally gathered by the author from Rogers' relatives and friends, and through exhaustive research of everything that has been written by or about his hero. The author, moreover, is a fellow Oklahoman, who comes from the same section of the State as Rogers, and knows the background of Will's life.

We wonder what effect this book might have on the impressiveness of the admonitions of parents or teachers to "non-conformist" youth! What profit to recommend certain lines of conduct when a boy's hero breaks the "rules" and "ends up" a famous man?

History

HEADLINES IN AMERICAN HISTORY by Frank Chapin Bray. $2.00, 320 pages. A wise and extensive selection of allusions and slogans pertaining to our American history. This alphabetically arranged reference book should be useful to librarians, teachers, editors and busy readers.

From the Macmillan Company

HELPERS by Waddell, Nemec and Bush. $.96. Many black and white pencil drawings, and eight full-page four-color pictures. A lively new social science reader for primary grades. Delightful stories about children living in a farm village, wheat farm, city home, and ranch; stories about hotels, mines, factories and the various places where "helpers" work to supply our food and to provide the comforts and conveniences we enjoy. All these stories are told in a simple, entertaining way. The introductory reader *Home* ($.88), which was reviewed in the February, 1937 issue of this Journal, and the new volume, *Helpers*, provide an excellent unit in introductory social education for the primary grades.

ELEMENTARY PHOTOGRAPHY by Neblette, Brehm and Priest. This book is intended "as a guide to give direction to the activities of the student." It is suitable for Junior and Senior High School curricular and extra-curricular purposes, and is also valuable for self-instruction. Unit I is an introduction to Photographic Practice; Unit II is devoted to The Camera; Unit III, Making Negatives; Unit IV, Making Prints, and Unit V, Purposeful Photography. A Guide to Teachers is also included at the end of the book.

From the Gregg Publishing Company

FRENCH COMMERCIAL CORRESPONDENCE AND READINGS by Louis J. Fish and William B. Snow. $1.20. A revised edition of the original text book entitled *French Commercial Correspondence*, with additional vocationally-useful commercial readings. The authors' aim throughout this book has been "to bring together a combination of words, phrases, and sentences used frequently in commerce." High school and college students of French should gain through this volume valuable information concerning vocabulary, business letters, and types of civil service examinations requiring the use of French and English letters.

ECONOMICS, BASIC PRINCIPLES AND PROBLEMS by Rudolf K. Michels. $1.60, 614 pages. An introductory text in the field of economics which should help "to orient the student to the subject of economics through the use of attractive illustrations, charts, graphs, and above all, language that may be readily comprehended." The book presents an analysis of Consumption, Production, Exchange, Distribution, and Public Finance. Outlines for review, questions and topics for discussion, and a bibliography conclude each chapter.

OUR BUSINESS LIFE by Lloyd L. Jones. $1.50, 660 pages. This book is intended "to help the student understand the nature and the principles of the business and economic community in which he is a part—to the end that he may be a better citizen." Illustrative materials and charts, black and white photographs, many attractive full page colored photographs, a work program for the student, and the subject material drawn from experience, study and research, all help to make this an authoritative and practical text. The use of a correlated Work Book with this text is optional.

From the Sather Gate Book Shop, Berkeley.

NINETY YEARS OF EDUCATION IN CALIFORNIA, 1846-1936, A. Presentation of Educational Movements and Their Outcome in Education Today by William Warren Ferrier. 428 pages. Covers the field of education in California, public and private, from the time the first American school was taught in 1846 down to the end of the year 1936.

An invaluable reference book for all who work in the field of education. Data on the development of schools, public and private, lay and religious, from kindergarten to universities, is supplemented by records of educational legislation and educational publications. But this is more than a reference book. It is written with enthusiasm for a great movement, and the reader is drawn into a similar enthusiasm as he follows the sweep of history.

From the Little, Brown and Company.

THE ARCH OF EXPERIENCE by Clemo, Everett, and Everett. Price, $1.36.

. . "* * * an arch wherethrough
Gleams that untraveled world, * * *"

is the gateway of books. The marvelous varieties of experience into which it may lead are suggested at least in this book, planned for high school ages, and the suggestions themselves are so beguiling that young adventurers will be on their way, eagerly, before they realize it. Besides the enrichment of life through reading, the book leads very practically to skill in the tools of language in our own hands, as well as to appreciation of that skill in the hands of masters.

HOTEL
OLYMPIC

LUXURY AT MODERATE COST
is what you can always expect at this fine new 15-story fireproof Hotel. Every room with bath and shower, radio, elegantly furnished.
Drive into our garage. Take elevator upstairs.

Single ..... $2.00—$2.50
Double .....$3.00—$3.50
Twin Beds $4.00

SAN FRANCISCO
230 EDDY STREET

DRIVE IN OUR GARAGE